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no. 201

LIFE AND EDUCATION IN NORTH CAROLINA

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AMERICAN EDUCATION WEEK CELEBRATION
NOVEMBER 7-13, 1937

ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

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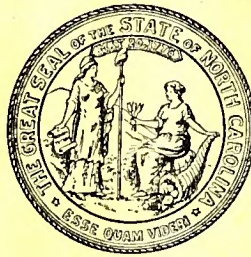
PUBLICATION No. 201

Life and Education

IN

North Carolina

AMERICAN EDUCATION WEEK CELEBRATION
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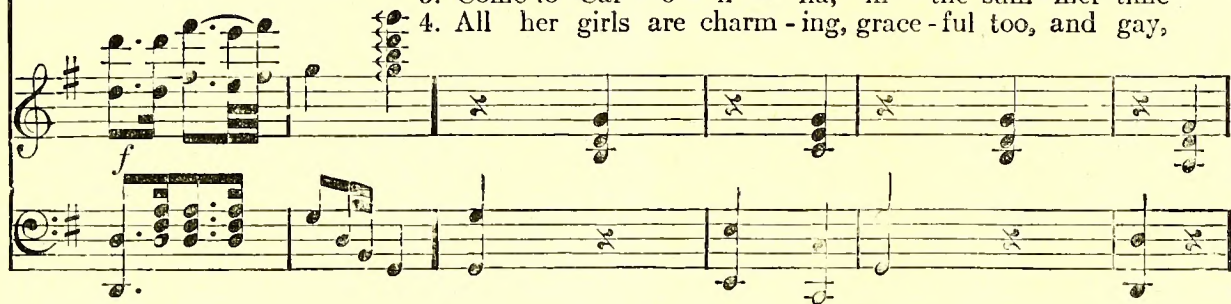
Dr. WM. B. HARRELL

HO! FOR CAROLINA

Mrs. W.B. HARRELL

Moderato

1. Let no heart in sor - row weep for oth - er days,
2. Down in Car - o - li - na grows the loft - y pine,
3. Come to Car - o - li - na, in the sum - mer time
4. All her girls are charm - ing, grace - ful too, and gay,



Let no i - die dream - ers tell in melt - ing lays, Of the mer - ry meet - ing
 And her groves and for - ests bear the scent - ed vine, Here are peaceful homes, too,
 When the luscious fruits are hang - ing in their prime, And the maid - ens sing - ing
 Hap - py as the blue - birds in the month of May; And they steal your hearts, too,



in the ros - y bow'rs, For there is no land on earth like this fair land of ours.
 nest - ling 'mid the flow'rs, Oh! there is no land on earth like this fair land of ours.
 in the leaf - y bow'rs, Oh! there is no land on earth like this fair land of ours.
 by their mag - ic pow'rs, Oh! there are no girls on earth that can compare with ours.

11-1-99
Hm

HO! FOR CAROLINA

CHORUS

Ho! for Car - o - li - na, that's the land for me, In her hap - py

Ho! for Car - o - li - na, that's the land for me, In her hap - py

The first system of the chorus consists of six staves. The first four staves are vocal parts (Soprano, Alto, Tenor, and Bass) with lyrics. The fifth and sixth staves are piano accompaniment, featuring triplets in the right hand and chords in the left hand.

bor - ders roam the brave and free, And her bright-eyed daugh-ters—

bor - ders roam the brave and free, And her bright-eyed daugh-ters—

The second system of the chorus consists of six staves. The first four staves are vocal parts (Soprano, Alto, Tenor, and Bass) with lyrics. The fifth and sixth staves are piano accompaniment, featuring triplets in the right hand and chords in the left hand.

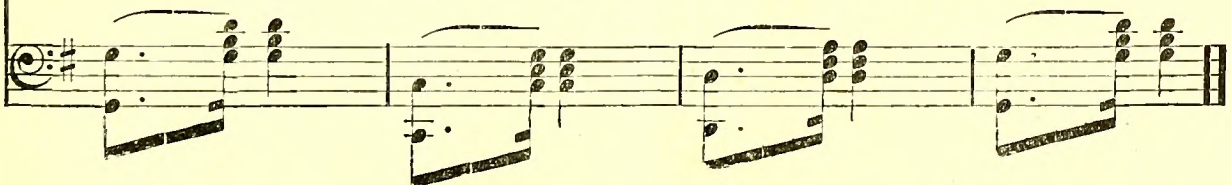
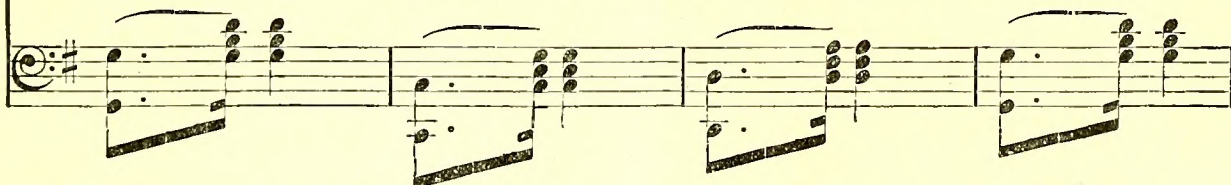
HO! FOR CAROLINA



none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.



none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.



INTRODUCTION

The week of November 7-13 has been set aside for the annual celebration of American Education Week, a significant custom sponsored by the American Legion, the National Education Association, and the United States Office of Education. The committee planning the 1937 national celebration has selected the general theme "Education and Our National Life." In line with this idea, the plans for North Carolina will center about the theme "Life and Education in North Carolina," emphasizing such national and international relationships as appear to be desirable.

In 1929 the foreword to the bulletin giving plans for this celebration stated "America has created an educational system which provides the opportunity of free schooling to every boy and girl. The highest success of this gift to mankind, the free public school, requires the understanding and cooperation of all." The program was interpreted around the cardinal objectives of education. In 1931 in line with the George Washington Bicentennial Program educational aspects of the Washington policies and practices were emphasized. With the appreciative objective in mind, an historical approach in 1932 emphasized the centennial of progress.

At all times the immediate plan of action has been that of carrying the schools to the public and the public to the schools, acting upon the theory that a real knowledge of the facts and understandings underlying the present system would tend to develop right attitudes and responses for changes and support. The program for this year is a departure from those of preceding years, but in line with the outline suggested for the national celebration and with the prevailing mode of attacking problems of the day.

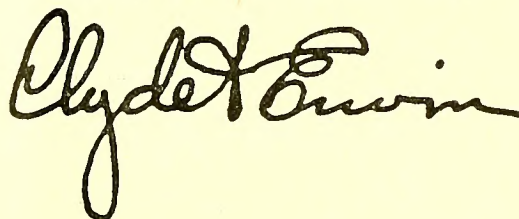
The suggested topics are not mutually exclusive, as such an arrangement was neither desirable nor possible in the nature of things. Ample projects and materials have been suggested, sources named. These with experiences of the participants should afford an excellent opportunity for the pooling of ideas, the clarification of notions, and the creation of plans of action,—the challenging experience of *thinking together*.

Especial attention is called to the fact that *Tuesday, November Ninth*, has been set aside for special observance of *North Carolina Day*, a legal holiday; and that Thursday is the specific day set aside for cooperating with plans of the Sesquicentennial Commission.

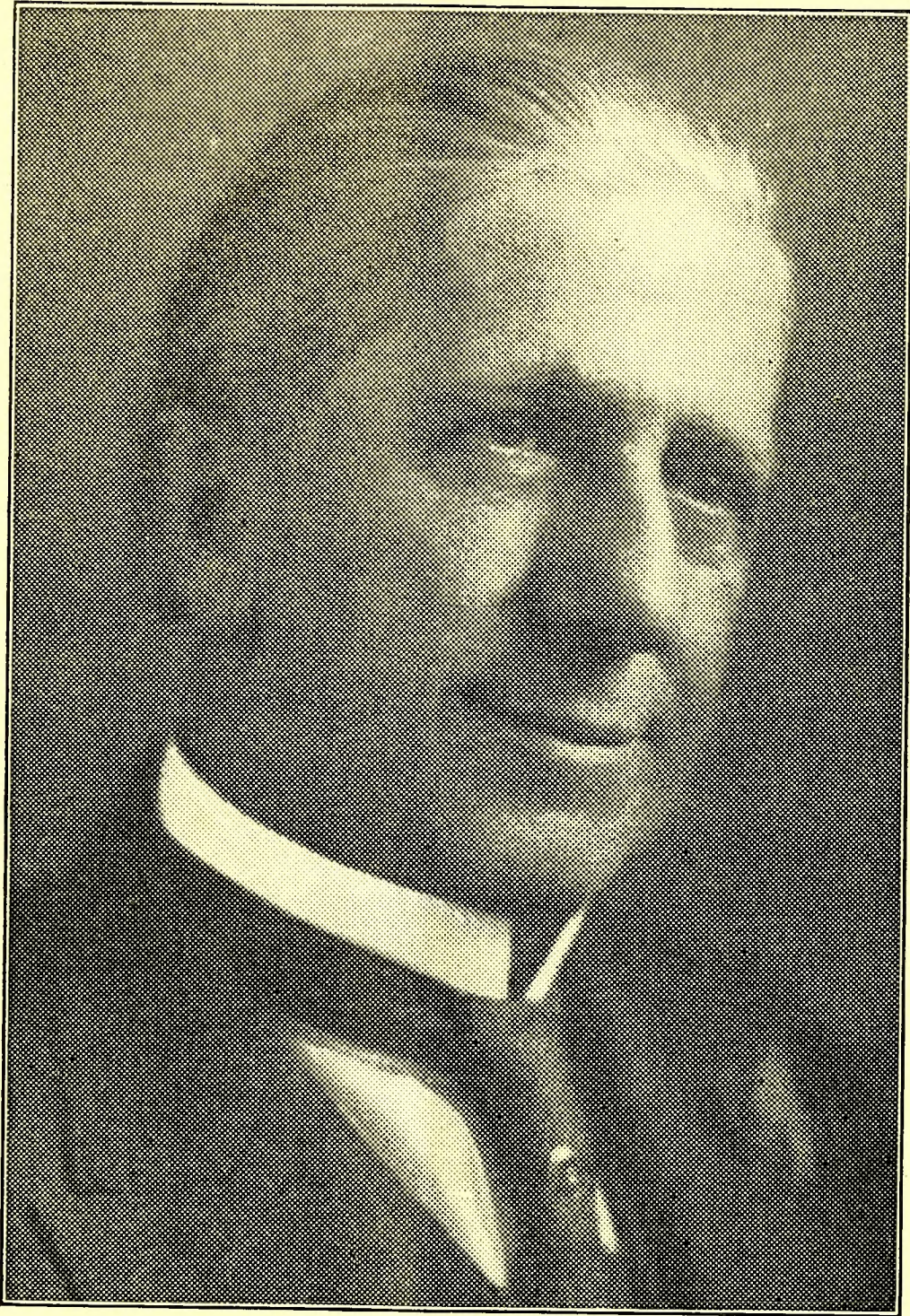
The school authorities in each local unit are individually requested to make such plans with reference to this celebration as will bring about cooperation among all groups of the community, to the end that the greatest good possible will be produced.

This bulletin was prepared by Miss Juanita McDougald of the Division of Instructional Service.

September 20, 1937.



State Superintendent of Public Instruction.



CLYDE R. HOEY
Governor of North Carolina



STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

CLYDE R. HOEY
GOVERNOR

AMERICAN EDUCATION WEEK

*A Word of Greeting to the
Teachers and Students of North Carolina:*

I join heartily in commending the proper observance of American Education Week in North Carolina by the public schools and the civic forces of the State during the week from November 7th to 14th, 1937.

The whole State is interested in education, in childhood and youth, and in the proper training and instruction of all the children of the State. The State will expend this year over twenty-four million dollars in the conduct of her public school system. Many cities and towns will supplement this fund. The basic thought and purpose of the whole educational system is the development of a better order of society, the improvement of living conditions among all the people, the equipment of the students for the serious duties of life, and the implanting of ideals which shall result in a higher standard of intelligence and efficiency and in the establishment of character and integrity upon which to build great human lives.

I am intensely interested in the character of students graduated from our public schools. It is of the utmost importance that they shall be impressed with the worthwhile things during the period covered by their school days. Patriotism, love of their own communities and interest in the common welfare, devotion to the State and the will and purpose to sustain its fine traditions, loyalty to the Nation and the conception of equality before the law and genuine service for all the people—these underlying principles of life ought to be a part of every day teaching in all the schools of the State.

Fundamentally education is becoming more practical. This is necessary and desirable. Vocational training is entering more largely into the school system and greater emphasis is being placed upon preparation for specific work. This will result in more trained and skilled workers and higher class service—better farming, better home-keepers and home-makers—more efficient workers in all the trades and callings, and more scientific accomplishments in all lines of human endeavor.

May our schools never cease to educate the youth in character building—in dependability, in sobriety, in integrity—with a keen sense of honor and a full appreciation of the rights of others, and a will to observe the law and maintain the peace and good order of society.

With the providing of free school books in the elementary grades and the rental system in the high schools there should develop greater efficiency.

I warmly congratulate both teacher and student upon the dawning of a finer day for education in the State.

A large, stylized handwritten signature of Clyde R. Hoey in dark ink.

CLYDE R. HOEY, Governor.

GENERAL SUGGESTIONS FOR THE OBSERVANCE OF AMERICAN EDUCATION WEEK

November 7-13, 1937

Plans and suggestions issued heretofore have been replete with ideas of *Things to Do*. For that reason no special suggestions of this type are made here in connection with each day. As to general procedures for each day, the following should be considered.

As soon as practicable after school opens, members of the local faculty should meet for the purpose of developing general plans and specific committee assignments for carrying forward an intelligent, attractive, and appealing program for the week or for a more extensive period, having to do with the educating of themselves, their pupils, and their patrons on the subject of how North Carolina can improve the quality of life in North Carolina and so enhance the various values of aspects of North Carolina life.

The undertaking is based on the sharing of ideas and information through discussion, lecture, dramatization, graphic arts, and other media of understanding. No occasion should be a superficial advertising of a school program but a deep-seated consideration of the relationship of education to democratic living, as it is or should be expressed, in a given local school curriculum, a focusing upon the effectiveness of programs of agencies, rightly or not assuming responsibility for certain educative activities, and a shifting to the point that proven plans be retained and experimental plans be tried out.

"Everybody is learning how to talk things over!" This is the twentieth century conception of a civilized way to consider conflicting opinions, to reach a decision regarding policy and action agreeable to the largest number, to develop sportsmanship. As individuals, fairminded men have always "talked out" problems—adjusted their differences at the "oral level." This we must continue as groups. In short, this bulletin is dedicated to the Art of Conference, a technique that was first made immortal by Socrates and later by Jesus. From these humble teachers we find methods of great value.

In general all celebrations will need a Central Planning Committee composed of:

- a. A public relations person to contact lay individuals and groups to get people to visit the school and attend the programs.
- b. A publicity person to send out letters, pamphlets, etc.; to have announcements and slides run in theatres; to make and put up pertinent posters giving significant facts about *Life and Education in North Carolina*; to contact news reporters; to write feature articles.
- c. A publications person to plan bulletins, radio broadcasts, articles for newspapers, etc.
- d. Program committee of at least seven members, each to assume responsibility for a day's program and all to determine contributions that can be made by the various departments, and each to be assisted by representatives from the P.T.A. and school grades.

- e. Exhibits person to work with teachers for School Open House Day and other program members to make each day as graphic as possible.
- f. A research person to prepare statistics on a "Do You Know" about the local school facilities and history as to school founders, age, style of teachers, old curriculum, new curriculum, families served, area served, etc.

All programs should, therefore, feature forum discussions about one or more of the problems suggested for each day. It may be desirable to substitute some question that local groups may think more pertinent. In many instances demonstration by the high school classes in English or Social Studies, or by a lay civic group, should be conducted to afford practice and example in the technique.

SOME MEASURES OF A GOOD CELEBRATION

Round-table, panel, and forum discussions that result in stimulating questions from members of the audience.

A large per cent of school patrons visitors at school.

Happy participating students welcoming visitors to the school.

Live units of work in the high school on "What will youth do?," "Can North Carolina schools offer the opportunity that best serves life in North Carolina, in the nation, in the world?," etc.

Added interest in the selection of good teachers.

A better conception of the duty of the layman, teacher, and pupil to the school.

Added interest in discriminating selection of new school supplies and equipment.

A better conception of the kind of education which best serves the fullest development of the whole man.

More attractive, cleaner, better arranged buildings and grounds.

HOW TO HOLD A CONFERENCE

I. The simplest method is the panel consisting of—

1. A chairman who directs the program and discussion, does not speak, but sums up the conclusions of the group.
2. One speech prepared but not read.
3. Several members to discuss informally the issues raised.
4. Questions addressed to the panel members from the audience and from each other.

II. Points to be observed—

1. Select the conferees of same mental caliber, who are particularly interested in the questions, pleasant and considerate personalities, feeling responsible for the success of the conference, devoid of false pride and mental snobbery.
2. Limit the active participants to prevent lagging, diversion from issues, etc.
3. Limit each speaker to prevent monopolizing of the time.
4. Hold meeting preliminary to the conference to choose a chairman and to assign individual parts in the procedure.

III. Order of procedure—

1. Chairman calls meeting to order, and
 - a. States the question to be considered as briefly and concisely as possible.
 - b. Emphasizes need for keeping the main issue in mind, avoiding irrelevant matters, need for open mind and clear thinking, the desirability of reaching cooperatively a decision agreeable to all.
 - c. Sets up the time limits; presents the participants.
 - d. Mentions some desired ends.
 - e. Focuses thought through stimulating questions.
 - f. Calls on members for points of view.
2. The panel members express themselves in statements, questions, etc., being kept to the point by the chairman when necessary.
3. A few minutes intermission for mental and physical relaxation.
4. The chairman finds points of agreement and disagreement and final results stated.
5. The results are written, giving
 - a. The points at issue.
 - b. A summary of what was said.
 - c. A statement of progress made toward a conclusion and solution of problems involved.
 - d. Practical application of the conclusions reached.

POINTS OF VIEW REGARDING PUBLIC DISCUSSION

Excerpts from America's Town Meeting of the Air, November 5, 1936

"We are not threatened in this country by government suppression of discussion. Although I may say we are threatened in this country by a barrage of government propaganda. The press agent attached to government is a new thing in this country, and in most countries since the war. But there is in this country a tremendous amount of *abuse* of free speech. And I do not know of any remedy for such abuse except more and better free speech."—Dorothy Thompson.

"Public discussion is desirable because it permits and stimulates self-expression, and because it brings to bear on the conduct of public affairs a wide range of experience and outlook. Human beings develop through expression. Communities are stabilized and improved through the general discussion of public matters."—Scott Nearing.

"Public discussion will flower again only during a new culture epoch. Only as we are able to reach a new culture level; only as we are able to organize and maintain a stable, classless society; only as we develop a co-operative world economy; only as we build a human-wide social order based on mutual aid, can we hope to secure a reversal of the processes which are progressively throttling public discussion in our declining society. The attainment of a new culture level and that alone will ensure any considerable increase in public discussion, and any considerable control by the masses of the population over the formation of public opinion."—Scott Nearing.

"I said that the result of public discussion was to establish consent, to bring about consent, that is to say to get the largest possible, the most universal possible opinion as to what the greatest number of people consider truth to be and what they consider the values to be by which they order their lives."—Dorothy Thompson.

"Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion it is essential that public opinion should be enlightened."—George Washington.

"I have two great measures at heart, without which no republic can

maintain itself in strength: First, that of general education, to enable every man to judge for himself what will secure or endanger his freedom. Second, that all children of each county shall be within reach of a central school."—Thomas Jefferson.

"The whole purpose of democracy is that we may hold counsel with one another, so as not to depend upon the understanding of one man but to depend upon the common counsel of all."—Woodrow Wilson.

"The United States still stakes its faith in the democratic way of life. We believe in the representative form of government. We dare not close our eyes, however, to the fact that the only way in which that representative form of government can persist is through an educated electorate. * * * We need to have meeting places for the discussion of public questions, in the cities, hamlets, and on the farms throughout the length and breadth of the land."—Franklin Roosevelt.

"An articulate and informed citizenry is basic to good government and to general social well-being."—Harold Ickes.

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GENERAL PROGRAM—QUESTIONS FOR EMPHASIS

- SUNDAY, NOVEMBER SEVENTH—How Can We Educate for Peace in North Carolina?
- MONDAY, NOVEMBER EIGHTH—To What Extent Can North Carolina Buy the Educational Services She Needs?
- TUESDAY, NOVEMBER NINTH—What Has Past Educational Leadership Achieved and How Can We Develop Effective Leadership for the Future?
- WEDNESDAY, NOVEMBER TENTH—What Factors Must Be Considered If We Are to Meet the North Carolina Youth Problem in an Adequate Manner?
- THURSDAY, NOVEMBER ELEVENTH—If the Federal and State Constitutions Provide Adequate Bases for the Support of Educational Essentials, Have North Carolina Citizens Met the Challenge?
- FRIDAY, NOVEMBER TWELFTH—To What Extent Do North Carolina Schools Provide Efficient, Educationally Sound, and Economical Programs for the Elementary, Secondary, College, University, and Profesisonal School Levels?
- SATURDAY, NOVEMBER THIRTEENTH—How Can the Established Principle of Lifelong Learning Serve Better Living in North Carolina?

SUNDAY, NOVEMBER SEVENTH

How Can We Educate For Peace In North Carolina?

QUESTIONS FOR DISCUSSION

1. Is peace a problem of individual or group "conscience" or "consciousness"?
2. What are the social, economic, and political problems which confront North Carolina and the world in general and which must be handled well to avoid destructive conflict?
3. What principles of action if applied will tend to promote peaceful settlement of problems for individuals? For groups?
4. Does the principle of the "greatest good for the greatest number" find highest realization in times of peace or war?
5. How is social reconstruction effected? What is the function of the school in social reconstruction?

PRINCIPLES WHICH SHOULD GOVERN POINT OF VIEW IN DISCUSSIONS

1. Social change is inevitable.
2. Improvement in the social order can be attained most surely through continuous programs, social planning and execution with certain objectives in mind.
3. The "integrated personality, consistently motivated by the conciliatory aim and trained in cooperative techniques, is likely to be satisfactory and happy to the individual and to contribute to the well-being and happiness of society."

POINTS OF VIEW WHICH HELP IN ANSWERING QUESTIONS

HOW SOCIAL RECONSTRUCTION IS ACHIEVED*

1. The processes of social reconstruction are of two kinds:
 - a. Revolution—a change in political sovereignty by which the authority passes from one controlling power to another with relatively little change in existing social and economic institutions.
 - b. Evolution—a continuous change in social and economic institutions and practices while sovereignty remains unchanged.
2. Social reconstruction in an autocratic social order (a totalitarian state) is characterized by:
 - a. Definite nationalistic ideals dictated by the existing regime and dominated by a powerful elite.
 - b. Resistance to social change except in the direction of established ideals.
 - c. Dominance of society over the individual in all his activities.
 - d. The rise of schools as instruments for indoctrination in established ideals.
3. Social reconstruction in a democratic social order is characterized by:
 - a. Ideals emerging gradually out of the experience of the people in their institutional life.
 - b. A continuous individual and institutional interaction resulting in constant change, irregular and shifting, its direction changing in response to the impact of minority pressure groups and by occasional great mass movements.
 - c. A recognition of the interdependence of individual and society.
 - d. A sharing of responsibility in cooperative action.

*Courtesy of School of Education, Conference on Secondary Education, University of Colorado.

- e. The use of the school to promote the continuous reconstruction of society in harmony with the constantly emerging social ideals.

"The high school has resisted change much more effectively than has the elementary school curriculum."—Arthur L. Harris, Principal, McKinley High School.

FACTS AND IDEAS

The Headline Book of the Foreign Policy Association entitled, "War Drums and Peace Plans," points out that such international steps toward peace as the League of Nations, the World Court, and the Kellogg Peace Pact have not been sufficiently effective when faced by crucial tests, quite largely because the economic problems of the world have not been solved to suit all nations. There are some who have and others who have not. Today the British Empire and the United States control two-thirds of the raw materials of the world. The "have not" countries find it difficult to proceed without materials, so two suggestions are proposed whereby these countries can obtain these things without resorting to war. "The first is the revival of trade between nations as a result of the enlightened self-interest of merchants, manufacturers, workers and farmers. The second is planned production and distribution on the basis of need." It is pointed out in this booklet that world confidence, a world without the fear of war, is necessary before either of these methods can succeed.

Another of the Headline Books, *War Tomorrow: Will We Keep Out?* describes the cost of the World War to the United States. More than 350,000 men were killed or wounded. We have now spent more than 55 thousand billion dollars for the War including costs at the time, the unpaid war debts and the aftermath of the War. This sum would pay for all of the churches in the United States, pay the total cost of all education for five years, pay for all of our surfaced roads, pay for our total cost of all medical care for five years, pay for the total fire losses for twenty years. This pamphlet concludes: "The new scientific age of power has bound all the nations of the world together. Our fate is tied up, whether we like it or not, with the fate of Germany, of Italy, of Russia, of Japan. As long as there is war anywhere in the world, we are in danger of being drawn into it, or of being hurt by it. It is imperative, therefore, that we join with the other nations in an intelligent and determined effort to eliminate the causes of war. . . . It is not enough for us as Americans to say 'we don't like war.' We said that in 1914."

The story of America's foreign policy reveals many of the same nationalistic policies that have been followed by other nations. In the past, Great Britain, France, and Spain, for example, were also dominated by the desire to expand. They established colonial outposts and strategic bases so that they might capture foreign markets and become strong. We, too, have insisted on freedom of choice without interference or obligation, we have expanded territory and trade, we have defended strategic national interests by force and by the indirect economic control of "Dollar Diplomacy," we have protected home industry thru high tariffs, we have built up a big navy to defend our commerce and our national prestige. Today Japan, Germany, and Italy are adopting the same policies of nationalistic expansion. Today such policies mean war. But we can condemn what these nations are doing only if we are prepared to assist in finding some means by which they can peacefully meet their legitimate needs.—Ryllis Alexander Goslin and William T. Stone in Headline Book *America Contradicts Herself*.

No nation can live entirely to itself. Each one of us has learned the glories of independence. Let each one of us learn the glories of interdependence. Economically, we supply each other's needs; intellectually, we maintain a constant, a growing exchange of culture, of science, and of thought; spiritually, the life of each can well enrich the life of all. We are showing in international relations what we have long known in private relations—that

good neighbors make a good community.—Franklin D. Roosevelt before the Congress of Brazil, November 27, 1936.

In hearts too young for enmity
There lies the way to make men free;
When children's friendships are worldwide,
New ages will be glorified.
Let child love child and strife will cease.
Disarm the hearts, for that is peace.

—Ethel Blair Jordan.

HOW TO DISTINGUISH BETWEEN PROPAGANDA AND EDUCATION*

(By Francis Peterson, Supervising Principal, West Hawaii)

First of all, behind the words of the topic, "How to Distinguish Between Propaganda and Education", there are a number of assumptions which we do well to get out into the open at once. If some of these seem just plainly obvious, they are so fundamental to our discussion that I propose not to apologize for calling attention to them.

1. The assumption that there is a type of propaganda which we should be determined to recognize as such, and be as much determined to keep out of our education.

2. The assumption that this propaganda is inimical to all properly conceived education.

3. The assumption that such propaganda is to be feared not only in the education of boys and girls, but also in adult education.

4. The assumption that there are persons, groups, interests, who are eager, by hook or by crook, to use us—you see, we are not propagandists—to use us and our educational program as agencies for their propaganda.

5. The assumption that there are propagandists who will—deliberately and with malice afore thought—use education to promote the interests of their own group at the expense of the best interest of other groups.

6. The assumption that these propagandists are convinced that education can be made effective in influencing people.

7. The assumption that propaganda may come in such subtle ways and forms that it is sometimes difficult—should we say, even for the very elect in education?—to distinguish it from education. To put it baldly, that propagandists are constantly trying their subtlest to "put it over" on us in education.

8. The assumption—and not the least significant one of them—that while we may know not what others may be, as for us here now in convention assembled, we know that we are not propagandists.

9. The assumption—the last I shall point out, but one that better than any of the others can be used as a warning to us that assumptions are treacherous and should be scrutinized very, very carefully—the assumption that if we would learn how to distinguish between propaganda and education, all we need to do is to assign the problem as a topic to some one person and he can tell us—briefly, quickly, once and for all—just how so to distinguish.

No, there is no easy way of telling the difference between propaganda and education. We shall never be able to set up a nice little simple formula that will enable us to do the trick. One real difficulty is this, that given a person who is good at singling out propaganda, we find that it is not only difficult for him, but even futile, to tell me for instance, how to detect propaganda if I am not already well on the way to knowing propaganda when I encounter it. There are two reasons for this, essentially: (1) because there are so many social considerations involved that unless a person has acquired that broad background of experience and understanding which alone can give him the necessary discernment, he

*Extracts from Paper read at First Territorial Conference on Adult Education, University of Hawaii, March 24, 1937.

is in no position to recognize propaganda in a situation; and (2) because propaganda is sometimes so subtle as almost to deceive even the very elect in education.

In terms of what they are seeking to accomplish, many propagandists, if not all, can be placed in one of four large categories, although some will belong in two of them, some even in all four:

1. Those who are just plain moneygrabbers. In extreme cases, these will stop at nothing to attain their end. Perhaps the most glaring example is the manufacturer of war munitions, who has contrived to enlist preachers, teachers, and books in glorifying war, placed military toys in the hands of children, and deliberately plotted and instigated war between groups of nations while selling munitions to both.

2. Those who champion the status quo: the traditionalists. Their propaganda is especially difficult to combat; for, the very fact that they resist change means that they do not understand that change is inherent in the universe as also in all human life and experience. In addition, they are, very many of them, respectable, well-intentioned, and thoroughly sincere people. But their very sincerity gives them great zeal in defending the past; and to take exception to their views is to expose oneself to their charge of theoretical impracticality, utopianism, heresy, red radicalism, and the like.

3. Those who seek personal fame, power, social prestige. To avoid offense, it is well that we find an example back there in history somewhere, for instance, Louis XIV, who did not have a mere policy of "Soaking the rich," but literally soaked everybody in order to surround himself with a resplendent and glorious court.

4. Those who would convert the largest possible number to their particular cult, some CAUSE which they may very sincerely believe is a great good to their fellowmen. By cult I mean a body of teachings basically rooted in superstition and magic; and by superstition and magic I mean all thinking that purports to find a reality outside of human experience. But find your own concrete example of this type of propagandist. I beg to be excused for fear of striking too close to home even though we go back to ancient history for a horrible example.

HOW TO RECOGNIZE THEM!

Only a person who has that broad background of experience and understanding which alone can give him sufficient insight can do a good job of distinguishing between propaganda and education. The point needs to be made that such a person thinks realistically, his general social outlook has in it as a central emphasis a deep concern for the general welfare of all

THE WAY OUT.

Thus, if we think of our topic as it applies to the general public, the only way out seems to be that we must depart from such phases of traditional education that represent an unthinking taking-over of opinion and belief from some authority, and in their place introduce practices built essentially on the basis of active problem-solving that make necessary an evaluation of ideas in terms of vital present-day questions. Such a program would provide much opportunity for individual investigation and the expression of personal opinion.

If objection is made that this is a long-time process, the answer is that no quick, easy way can be substituted for it. There is only one way of bringing up a generation that will in any considerable degree know how to distinguish propaganda from education, and that is to provide maximum opportunity to practice judgment in making such distinction. Large numbers of men and women today have never had this opportunity, in any real sense. Witness the World War and propaganda; especially, let us say, that classic about German atrocities. Adults and educated persons seemed not much more proof against it than mere children and the uneducated. More than that: it is not at all certain as many would assure

us that we learned our lesson during the World War, and never again can we be duped by any such propaganda. . . . May I present a few samples of propaganda?

1. Very few people are capable of doing any thinking.
2. The Nordic people are superior to other peoples.
3. The children of parents in the laboring class are not entitled to a high school education.
4. War is inevitable, for man is by nature selfish.
5. One real danger is that we shall be educating people beyond their intelligence.
6. In conducting this business, my primary purpose is to give service.
7. It was never intended that women should serve on the jury.
8. Woman's place is in the home.
9. Women are not as intelligent as men.
10. If he expresses such ideas, he should have his naturalization papers revoked, and be sent back to the country from which he came.
11. If I had my way about it, no person would be allowed to make a public speech in the United States in any other language than English.
12. They pay no taxes, therefore it is only fair that they pay a high-school tuition for their children.
13. When as a Republican I undertake to discuss the protective tariff, I propose to deal with facts, and facts only.
14. "And remember, friends, you can't buy a better gasoline than Highoctane."

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MONDAY, NOVEMBER EIGHTH

To What Extent Can North Carolina Buy The Educational Services She Needs?

QUESTIONS FOR EMPHASIS IN DISCUSSION AND PLANNING

1. What is (are) the purpose (or purposes) of education?
2. Through what avenues can education be encouraged?
3. What total services should be provided for?
4. In the case of the local community what can be assumed by the local group? The State? The National? By voluntary organizations, community, and governmental agencies?
5. What are the sources of wealth from which support might be gained?
6. Can the total wealth supply the necessary budget?
7. What plan will make total wealth available for use in buying educational services?
8. Should any type of wealth be exempted from support? Should discrimination be made in taxing various types of wealth? Levels?
9. Are North Carolinians tax "slackers"? How is the average citizen taxed and benefited as compared with the average citizen in other states and countries?
10. Does North Carolina receive value for every dollar appropriated for education?
11. Is the Ayres Scale for ranking states according to educational provisions a fair measure of educational opportunity?

PRINCIPLES WHICH SHOULD UNDERLY THE DISCUSSIONS

"The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right."—Constitution of North Carolina.

"North Carolina is too poor not to educate, and we must not fail to meet the situation adequately."—Clyde R. Hoey, Governor of North Carolina.

"Economy in governmental expenditures—national, state, and local—should be constructive in nature, not adding needlessly to unemployment, nor forcing the elimination of services essential to the public welfare."—Report of Special Committee on Tax Policy to Aid Economic Recovery and Permanent Prosperity, Tax Policy League.

"I am definitely in favor of retrieving our lost ground, continuing the process of restoration of salaries to the former level, and increasing the facilities of our public school system, including the encouragement of public libraries in every county, until adequate opportunities shall be provided for childhood."—Clyde R. Hoey, Governor of North Carolina.

"To me, there is nothing more important than the planning of facilities of public education for youth and adults, so that all citizens shall have access to a clear understanding of the vital social, political, and economic alternatives from which they may choose in deciding the future of our democratic society."—Dr. J. W. Studebaker, United States Commissioner of Education.

"The great educational task is not that of training the genius; rather it is that of creating and fostering in the masses, the source and inspiration of talent, a growing consciousness of and interest in beauty."—Anonymous.

"Love thou thy land, with love far-brought
From out the storied Past, and used
Within the Present, but transfused
Thro' future time by power of thought."—Tennyson.

"No man is fit to be entrusted with control of the Present who is

ignorant of the Past; and no people who are indifferent to their Past need hope to make their Future great."—Anonymous.

"The public school is one generation's torch to the succeeding one."—John H. Cook, Woman's College, U. N. C.

"Public education is defined as a function of the State government in each of the 48 States. Its support is virtually accepted, in principle at least, as a state obligation throughout the country. In practice, however, there is wide variation in the degree of the responsibility assumed by the several states for the financial support of their public schools. While no state evades the entire burden, the major part of the load is shifted in most instances to local units and consequently to local taxpayers.

"Some states have interpreted their responsibility for the support of public schools to mean that the state itself should furnish sufficient revenue to pay for an acceptable school program; others appear to have interpreted their responsibility to be fully discharged by authorizing or requiring local subdivisions of the state to establish public schools and to levy local taxes for their support with but little financial assistance from the state. The result of these various interpretations of responsibility is a wide variety of types and systems of public-school support. In some, the financial resources have been made approximately the same for all public schools; in others, financial resources vary with the poverty or the wealth of the many local school districts.

"Great interest is manifested in plans developed by the various states for financing the public schools, particularly those developed or revised in recent years. This manuscript reports a number of such plans. It should be helpful to states facing unsolved problems in school finance.—Timon Covert, *Foreword*, Bul. 1936, No. 4, Office of Education.

SOME BRIEFS FROM REPORTS WHICH SHOULD HELP IN MAKING FAIR AND INFORMATIVE DISCUSSIONS

SUPERINTENDENT ERWIN'S PROGRAM.

1. Restoration of salaries.
2. Expansion of the curriculum, including vocational education, music and art.
3. Some provision for a more adequate opportunity for exceptional children.
4. Provision for supplementation extended to large rural districts.
5. Provision for free basal textbooks in the elementary grades.
6. Provision for the addition of a twelfth grade supported by the State.
7. More adequate provision for transportation facilities, including the replacement of all worn-out and mechanically unfit busses.
8. Provision for the enforcement of the compulsory attendance law.
9. The strengthening of the qualifications of a superintendent of schools.
10. Provision for funds from which counties may secure small loans to meet their urgent building needs.

EDUCATION IN THE NATION. John W. Studebaker, United States Commissioner of Education, made the following statements in a report to Secretary of the Interior Ickes on the state of education throughout the country during 1936: (1) Fewer states were in need of Federal emergency funds to keep their schools in operation during the past year than during the two or three preceding years. School plants throughout the Nation were improved with assistance of the Public Works Administration. (2) Teachers' salaries in both rural and urban communities and expenditures for operation and maintenance of school plants also showed increase. (3) Kindergartens, schools and classes for handicapped children, night schools, art, music, home economics, physical education, curtailed or eliminated in many school systems during early years of the depression, are being gradually restored. (4) Enrollments

in the lower grades of the elementary schools have been decreasing due to the falling birth rate, while high school enrollments have been increasing. (5) The number of pupils who came back to high school as post-graduates, and the number enrolling in junior colleges was greatly increased. (6) Special interest in young boys and girls out of school was developed through the Civilian Conservation Corps and the National Youth Administration. (7) Report cards are being reorganized to inform parents of new school objectives and to enlist fuller cooperation for home guidance as an aid in attaining newer educational goals. (8) Use of tests in the classroom or guidance situation is becoming better defined and understood. (9) Educators and parents are recognizing the value of pre-schools and adult education. (10) The most outstanding feature of new school finance plans in many states is provision for a relatively larger amount of funds for the public schools from state-wide sources than had been provided previously.

YEARLY COST PER PUPIL IN A. D. A. Another study made by the U. S. Office of Education reveals the average yearly cost per pupil in average daily attendance in the several states and the District of Columbia for the school year 1933-34. North Carolina, the study shows, had a per pupil cost based on average daily attendance of \$39.43, and ranked sixth from the lowest in this respect. Arkansas with a per pupil cost of \$31.70 ranked lowest and New York's \$152.85 per pupil cost was highest. The average for the U. S. was \$87.67.

EXPENDITURES AT FILLING STATIONS VS. PER PUPIL EXPENDITURE. The *News Letter* of the University of North Carolina, Vol. XXIII, No. 1, carried an interesting paragraph, as follows:

"The respective expenditures by the State of North Carolina at filling stations and on public education offer most interesting contrasts. North Carolinians spent at filling stations an average of \$109 per automobile and only four states spent more per automobile. On the other hand, our average expenditure for all school purposes per pupil in average daily attendance was \$24.18 and only two states in the Union spent less per pupil. These two states are Mississippi, \$23.55, and Arkansas, \$22.60. Both of these states have larger Negro ratios than North Carolina. As a matter of fact four or five other Southern states have larger Negro ratios than North Carolina, yet they spent more on public education per pupil in average daily attendance."

FINANCING PUBLIC EDUCATION. The January number of the *Research Bulletin* of the National Education Association gives some interesting facts concerning the financing of public education for the school year 1933-1934:

National estimated income.....	\$50,174,000,000	
Per cent income expended for all public education		3.87
Total cost of public education.....	\$ 1,940,133,433	100.00
For elementary and secondary schools.....	\$ 1,720,105,229	88.7
Colleges and universities.....	\$ 181,081,554	9.3
Teacher-training institutions	\$ 38,946,650	2.0
Total enrollment approximately.....	27,000,000	
North Carolina estimated income.....	\$ 767,662,200	
Per cent of income expended for all public education		3.62
Total expenditures for public education.....	\$ 27,723,130	100.0
Elementary and secondary.....	\$ 22,556,788	81.4
Colleges and universities.....	\$ 4,520,520	16.3
Teacher-training institutions	\$ 645,822	2.3
Elementary and secondary expenditure per pupil enrolled	\$25.19	

Elementary and secondary expenditure per pupil in a.d.a.....	\$ 29.81
North Carolina's rank on expenditure per pupil enrolled	45
North Carolina's rank on expenditure per pupil in a.d.a.....	47

FEDERAL AID FOR EDUCATIONAL PURPOSES. During 1933-34 North Carolina was allotted a total of \$30,333,045 by the Federal government for all purposes. A part of this amount was for certain major educational purposes as follows:

Colleges of agriculture and mechanic arts.....	\$ 50,000
Agricultural extension service.....	251,469
Vocational education and rehabilitation.....	235,533
Grants for college and university buildings.....	34,550
Emergency education program.....	191,778
Student aid program.....	89,562
Rural school continuation.....	500,000
Total.....	\$2,548,662

INCOME, WEALTH AND SCHOOL EXPENDITURES. The income and wealth of a state indicate its economic ability to support education. The figures given below for North Carolina are exceptionally interesting:

Estimated income	\$ 767,662,200	
Wealth in 1932.....	\$3,615,526,000	
Expenditures for <i>all</i> public education.....	\$ 27,723,130	
Value of <i>all</i> public school property.....	\$ 138,877,155	
Value of elementary and secondary school property	\$ 107,080,903	
Per cent expenditures of wealth77
Per cent value of property is of wealth.....		3.84
Wealth per pupil enrolled in elementary and secondary schools.....	\$4,037.33	
North Carolina's rank	45	
Income per pupil enrolled in elementary and secondary schools.....	\$ 857.22	
North Carolina's rank	45	
Value of public elementary and secondary school property per pupil enrolled.....	\$ 120.00	
North Carolina's rank	40	

PRIVATE EXPENDITURES AS COMPARED WITH EXPENDITURES FOR EDUCATION. Data on certain types of private expenditures, while they can not actually be said to measure economic ability of a state, do give some evidence of the existence of ability to spend money. The following figures for North Carolina are very interesting:

Expenditures for all public education.....	\$27,723,130	
Expenditures for life insurance.....	\$36,335,394	
Purchase price of new passenger automobiles.....	\$31,615,191	
Total amount of savings accounts.....	\$65,674,000	
Per cent expenditures for education is of expenditures for life insurance.....		76.30
Per cent expenditures for education is of expenditures for new automobiles.....		87.69
Per cent expenditures for education is of total amount in savings.....		42.21
Expenditures for tobacco.....	\$25,267,200	
Expenditures for soft drinks, ice-cream, candy and chewing gum.....	\$21,290,413	

Expenditures for theatres, movies and other amusements	\$ 5,520,000	
Expenditures for toilet preparations and beauty parlor services.....	\$ 3,106,000	
Total (last four items).....	\$55,183,613	
Per cent expenditures for schools is of total last four items.....		50.24

"While there are encouraging signs of improvement in teachers' salaries, many teachers still work for extremely small salaries. Reports from 27 states, plus a knowledge of state minimum salary laws, make possible an estimate of the number of teachers receiving less than \$750 and \$450 yearly. The sum of \$750 is a yearly salary roughly equal to the minimum hourly wages of the 'blanket code' for a 'factory of mechanical worker or artisan'. The sum of \$450 may be used as the code minimum if one distributes the teacher's salary over the school term only, rather than over the entire year. Of the entire teaching force of the nation, nearly one in three receives less than \$750; one in sixteen receives less than \$450 per year. About 250,000 teachers to whom is entrusted the education of some 7,000,000 children receive annual wages below the minimum for factory hands under the 'blanket code'. This estimate leaves out of consideration the fact that even the meager salaries fixed in many teachers' contracts are unpaid or paid in heavily discounted warrants."—Major Trends in Public Education, N. E. A. Joint Commission on the Emergency in Education.

"The question of vocational efficiency concerns not only the worker, but also his employers and his clients as well. When the worker is below his normal effectiveness, his employers or his clients are receiving less than they have a right to expect, and frequently less than they pay for. School teachers have both clients and employers. The children in the schools are their clients, and the school authorities and society in general are their employers. When a teacher falls below normal efficiency, the pupils suffer and society is wasting money. To the extent that economic dependence or the threat of dependence reduces the vocational efficiency of workers, it is a matter of serious concern to employers and clients. To the extent that financial independence contributes to high personal morale and working efficiency, it should be encouraged and stimulated by those who pay the bill and expect a high type of service in return." P. 13, Sixth Yearbook. Department of Classroom Teachers.

THE SIGNIFICANCE OF EDUCATION IN SPARSELY SETTLED COMMUNITIES. "The goal of American education is that all children have the fullest possible opportunity for growth and development according to their individual needs and abilities. The large objectives of education do not differ because of location or economic conditions either of the parents of the children concerned or of the communities in which they chance to be reared and attend school. The means by which and to some extent the ways in which the opportunities for growth are extended do, however, differ; sometimes, following accepted principles of differentiation, to enable education to capitalize on the environmental resources and adjust its program to individual and community needs; at others, because educational administrative organization has not yet become adjusted to achieving the difficult task of providing equitability in educational opportunity among widely differentiated social and economic situations.

"The definite and inevitable tendency for wealth as well as population to concentrate in urban communities has resulted in bringing to the children of such communities advantages in broadened, often superior facilities in education which less-favored communities have in the past failed largely to offer. While it is an accepted principle that rural children cannot safely be satisfied with less comprehensive educational offerings than are essential for all children, provision for such offerings creates problems far more difficult to surmount in sparsely populated

areas than in those of greater population density. A special discussion of education trends in such communities finds its justification in a Nation-wide survey of education largely because of two major considerations—the number of children concerned (slightly less than half the total population of school age), and the rather widespread inadequacy of the educational facilities offered them, judged by accepted or even prevailing standards for schools in the country as a whole.”—Katherine Cook, U. S. Office of Education, in Chap. V, Biennial Survey. U. S. Education, 1934-6.

FACTS AND IDEAS. The estimated national income of the United States for 1934 was \$50,174,000,000. Of this amount \$1,940,133,433 was expended for all public education. This represents an annual cost of about \$26 or 7c a day for each person over 21 years of age in our population.

New York spent \$124.32 each year for each child enrolled in elementary and secondary schools in 1933-34. Mississippi at the other extreme spent only \$18.93 per pupil enrolled.

In the United States in 1934 local governments assumed about 75 percent of the total cost for public elementary and secondary schools. The state governments provided about 23 percent of the total. The federal government provided slightly more than 1 percent. Thruout the United States as a whole there is a tendency for local governments to provide a lower percentage of the cost of the schools and for the state governments to provide a higher percentage.

In the United States as a whole, expenditures for all public education were 22.7 percent of the total tax collections of federal, state, and local governments combined. The variations among the states from this national average expenditure of nearly 23c out of each tax dollar collected are from 43c in Wyoming to 8c in North Carolina. In the latter state the low ratio of school expenditures to total tax collections is due to the fact that \$260,000,000 of taxes collected in the state were taken by the federal government. Is this an argument for federal assistance in the support of education?

In the state of Delaware 92.5 percent of the income for public elementary and secondary schools was furnished by the state government in 1934. In Oregon 1.8 percent of the cost of the schools was provided by the state government. The United States average was 23.4 percent.

Elementary and secondary school expenditures in 1934 were 26 percent lower than in 1930 while expenditures for all governmental purposes other than education rose almost 33 percent.

TUESDAY, NOVEMBER NINTH—NORTH CAROLINA DAY**What Has Past Leadership Achieved And How Can We Develop Effective Leadership For The Future?****YOUR CHILDREN**

Your children are not your children.
 They are the sons and daughters of Life's
 longing for itself.
 They come thru you but not from you,
 And tho they are with you yet they belong
 not to you.
 You may give them your love but not your
 thoughts,
 For they have their own thoughts.
 You may house their bodies but not their
 souls,
 For their souls dwell in the house of to-
 morrow, which you cannot visit, not
 even in your dreams.
 You may strive to be like them, but seek
 not to make them like you.
 For life goes not backward to yesterday.

—Kahlil Gibran.

THE TEACHER

The teacher is a prophet.
 He lays the foundation of tomorrow.
 The teacher is an artist;
 He works with the precious clay of un-
 folding personality.
 The teacher is a builder;
 He works with the higher and finer values
 of civilization.
 The teacher is a friend;
 His heart responds to the faith and de-
 votion of his students.
 The teacher is a citizen;
 He is selected and licensed for the improve-
 ment of society.
 The teacher is a pioneer;
 He is always attempting the impossible and
 winning out.
 The teacher is a believer;
 He has abiding faith in the improvability
 of the human race.

—Joy Elmer Morgan.

QUESTIONS FOR EMPHASIS IN DISCUSSION AND PLANNING

1. Who were the following and what ideas, ideals, and achievements characterized their lives: Horace Mann, Edward Moseley, Archibald D. Murphy, Calvin H. Wiley, Gabriel Holmes, William A. Graham, Henry Barnard, Charles Duncan McIver, Charles B. Aycock, Thomas J. Jarvis, Nathaniel Macon, and other figures in State and national advances?
2. Are the ideals and ideas of these leaders suited to our State and Nation in the twentieth century?
3. Distinguish between the contributions to be made by lay and professional leaders and work out plans for the integral cooperation of these groups.
4. What attitude should leadership assume toward natural resources? Toward small phases of large programs of utilization, conservation, control, ownership of natural resources?
5. How is the public to know when a school is good?
6. How can a democracy secure a continuous and orderly improvement of life within its borders?
7. What factors are responsible for a comfortable living or lack of it?
8. How is public opinion formed?
9. What is the place of leaders in a democracy?
10. What are the chief assets and liabilities of North Carolina?
11. What current developments elsewhere may affect life in this State.
12. What new forms of business, recreation, health, welfare, and culture can and should be introduced?
13. How do these phases of life compare with those elsewhere?
14. What can be done to make new opportunities for all?
15. To what extent do or could cultural, social, and educational opportunities affect our business outlook?

PRINCIPLES WHICH SHOULD GOVERN DISCUSSIONS AND PLANS

"The highest service we can perform for others is to help them to help themselves."—Horace Mann.

"I beseech you to treasure up in your hearts these my parting words: Be ashamed to die until you have won some victory for humanity."—Horace Mann.

"A patriot is known by the interest he takes in the education of the young."—Horace Mann.

"Education is our political safety. Outside of this ark, all is deluge."—Horace Mann.

"Had I the power I would scatter libraries over the land as the sower sows his wheatfield."—Horace Mann.

"In our country, and in our times, no man is worthy the honored name of statesman, who does not include the highest practicable education of the people in all his plans of administration."—Horace Mann.

"The best means of forming a manly, vigorous, and happy people will be found in the right education of youth—without this foundation, every other means, in my opinion, must fail."—George Washington.

"For me, I mean to enjoy the satisfaction of the labor; let who will enter into the harvest."—Henry Barnard.

"As organized education turns to the future . . . it discards the theory of automatic democracy. It recognizes that rights to life, liberty, property, work, and the pursuit of happiness are shadows, unless those who claim the rights are competent and have the moral power necessary to the creation and maintenance of the social arrangements in which rights may be realized. If this obligation is staggering in its dimensions, educational leadership must accept it, acquire the knowledge, and put forth the sustained effort calculated to discharge it. Here, too, in facing the future, education re-emphasizes the fact that it is not merely one profession among many, one branch of government among many. Its functions are all encompassing. Its duties are unique in their human aspects."—Education Policies Commission.

"I believe the time is close at hand in North Carolina when the mere accident of birth and dwelling-place will not longer fix the educational opportunities of childhood, but that this great State of ours, exercising its giant's strength, will reach out into the remotest boundaries, from the mountains yonder in Tennessee to the lowlands down at the Atlantic, and extend to every child born under our flag, in whatever economic condition, in whatever social station, an unhindered chance to grow and bid him drink freely of the water of life provided for him in abundance by a great and generous people."—Arch T. Allen.

"We now know that men live their way into their thinking far more than they think their way into their living.

"This means that the education we need must, in addition to the more obvious diets for the mind, include those stimulations and disciplines that sensitize and enrich man's capacity for worthy emotional and aesthetic response to some of the overlooked needs of modern life.

"Here, I think, is one of the great and liberating ministries of the arts in education.

"Training in the arts can develop in men the capacity for rich and creative emotional and aesthetic response to things that the purely rational mind, however well trained, may wholly miss, and, in the missing, leave men's lives infinitely poorer.

"The arts can make some very distinctive contributions to the life of our time through education contributions that are none the less real because it is difficult to describe them in terms of the bookkeeping system of credits and grades by which we make futile attempt to capture the more elusive values of genuine education."—Glenn Frank.

OUTLINE FOR SURVEYING AND EVALUATING LIFE IN NORTH CAROLINA

HOW WE GET A LIVING

1. Basic industries—as agriculture, mining, manufacturing.

How and why they originated? Important to whom or what?

- Thriving or not? Percentage of population engaged in? Changes taking place? State and national ranking of each?
2. Other enterprises—professions, businesses, services (hotels, beauty parlors, government workers, transportation, communication—)
How related to success of industries?
 3. Outlook for business.
What are locally sufficient? Dependent upon state, regional, national, or world economic areas? Going out of business? Expanding? Changing character? Disadvantages and advantages to the community?
 4. Outlook for employment.
Jobs for all? Types unemployed? Regulations governing conditions for work? Regulations governing standards of production? Employment of child labor and married women restricted?

WHAT CONTROLS BUSINESS

1. Ownership—by local individuals or groups? Bank? Out-of-state individuals or corporations? Cooperatives? Powers of stockholders?
2. Operation and management—local for absentee owners? Leases? Farm tenancy? Government? (Any connection with HOLC, AAA, RFC, WPA, etc.)
3. How financed—amount of capital involved and source? Interest rates? Rental fees? Influence of zoning regulations and real estate laws?
4. Is there any racketeering?
5. Governmental regulations?

WHAT IS BOUGHT AND SOLD WITHIN THE STATE

WHAT IS BOUGHT AND SOLD ABROAD

WHAT SOCIAL FACTORS ARE RAISING STANDARDS OF LIVING

1. Public Health?
2. Social security and other welfare phases?
3. Recreational facilities?
4. Schools, lyceums, museums, etc.?

WHAT WE GET FOR OUR MONEY

1. Income needed for family of five to be decently supplied with food, shelter, clothing, fuel, medical care, recreation?
2. Percentage having comfortable living? Percentage lacking? Percentage on WPA? On NYA? Industries in which employed?
3. Satisfactory working conditions—hours, wages, sanitation, light—in all industries and enterprises?
4. What movements to improve life for workers? Labor? Consumer? Service? Governmental? How used by school?
5. Satisfactory social and educational facilities—conservation and utilization of natural resources, wage and price regulations, planning in advance, guidance and counseling?

"Give fools their gold, and knaves their power,
Let Fortune's bubble rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

For he who blesses most, is blest;
And God and man shall own his worth
Who toils to leave, at his bequest,
An added beauty to the Earth.

And soon or late, to all that sow,
The time of harvest shall be given;
The flower shall bloom, the fruit shall grow
If not on earth, at least in Heaven."

—Whittier.

HOW LIFE CAN BE IMPROVED IN A DEMOCRATIC STATE

1. Through encouraging innovations by individuals and by groups for promoting the enrichment of life—inter-community visits, museums, parkway beautification, etc.
2. Through research and release of forceful and stimulating ideas revealing new and better practices—in schools, in libraries, in beautification, in civic entertainments and public programs of lecture courses, dramatics, music, dance, play, painting, graphic arts, etc.
3. Through cooperative action within special groups for their own improvement—e.g. the Cooperative Study of Secondary School Standards on a national basis.

OWN YOUR HOME

City apartment dwellers and renters or tenants, as a rule, do not have the pride of possession which characterizes the actual owner. They do not feel particularly interested in planting trees or flowers which may require a few years to develop, for they think, "Well, we may be moving on after our lease expires next year."

Children brought up in such homes also absorb some of this feeling of irresponsibility. If they mark the wallpaper or tear up the lawn and shrubbery, they feel, "Let the janitor fix it up. That's his job." Thus they fail to develop habits of responsibility regarding their home. They feel that the landlord will have to re-paper and re-decorate anyway each autumn or they'll move on to a new house.

Tenant farmers are also more inclined to till the land for all they can get out of it this year, because they may not remain for a second season. Thus they lack the owner's tendency to guard against soil erosion and to build up the soil fertility for future years.

INSURANCE FOR AMERICA OF TOMORROW

"Eleven Years Will Make a Nation!" Think of it. Eleven years to make over an entire nation. It had never occurred to me before that the passing of the school years of a child—the average is ten to twelve years—means the affairs of the nation are in new hands. Kingdoms have proved that the quickest and surest way to effect any change is to start in the schools.

"Public opinion is, after all, the only law strictly observed. The place to build that opinion is in the school, where minds are plastic and impressions last.

"The love of beauty is so easily taught to children. Color, rhythm, fragrance, grace, variety—all those things that typify a garden, instinctively attract their imaginative minds. If only we take time to teach them the simple facts: That plants are living things which can be bruised, and hurt, and killed by careless treatment, and their fragrance and color forever lost; that great trees are venerable and to be respected for their superior age and usefulness just like the grandparents they love so well; that plants need help and protection from their tiny hands and that they must be fed and loved if we are to have a beautiful world.

"Most of the ills from which we suffer today are the result of the neglect of former generations to educate us to carry on for the best interests of society.

"... Most of us have had those fortunate personal surroundings which have taught us to appreciate things beautiful. So we sit and rack our brains for ways and means to correct existing conditions, and dimly outline programs which, at best, will take years to execute. And then what? By the time these programs are put into effect, we will be on the retired list—if we are here at all—and another generation will be in charge. Are we taking steps to assure their appreciation of the lovely things we are trying to build—or are we leaving the future to chance, hoping they will learn by error as we have?

"Lawmakers of Tomorrow. Had such teaching been universal in our schools when we were young, would we find such difficulty in getting laws passed to protect our landscape? Would we have to spend such sums for fire protection if our generation had been taught the frightful results of a match tossed carelessly aside or a campfire left burning? Would our beautiful birds be so rare if we had been properly impressed with their value to the plant life upon which our industry and lives depend? Would not Americans have a finer sense of true values and live on a higher plane of thought if the schools in our day had taught us the meaning of beauty created by our own hands?

"We have much cause to rejoice in the beauty-consciousness which is spreading so rapidly in our county at the present time. Miracles seem to have been accomplished in the last decade—thanks to the garden clubs, magazines full of helpful illustrations and suggestions for home and garden, and an increased civic pride among our people. Such organizations as the Junior Garden Clubs of America, Audubon Society, Boy and Girl Scouts are also doing much to stimulate the love of Nature in the children. But their membership is limited.

"The public school is the factory in which America of Tomorrow is being made. Whatever visions we have for a better future can be realized by starting today to inculcate the love of all that is beautiful. For true beauty is, after all, a thing of the spirit which manifests itself in many and varied outward expressions. Once we have educated the hearts of our people to know that the good and the beautiful are manifestations of the same spirit, the making and enforcement of proper laws will take care of themselves.

"Naturally, we of mature years must do all we can to correct the errors of the past, and to create models of beauty for the inspiration of those who follow. But let us bear in mind that our work will be of temporary duration, unless we carry our plans and ideals into the schools."—Ida Floyd White. February, 1936. *Garden Club Exchange*. Adapted.

* * * * *

"Countywide planning for the improvement of the schools is necessary. From five to twenty or more years is not too far ahead to plan for such school needs as new buildings; repair, remodeling, and beautification of present school plants; relocation or consolidation of rural schools; establishment of nursery schools, adult education classes for illiterates; vocational education for the unemployed; county parks, playgrounds; and the like. The county superintendent might well take the initiative in forming a county council of educators and laymen in securing facts and making plans for bettering the schools."—Frank M. Brock, County Superintendent, Skagit County, Washington.

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JUNIOR GARDEN CLUBS, A CITIZENSHIP DEVELOPMENT

The Garden Club of Chapel Hill (N. C.) has decided to sponsor a Junior Garden Club. The plan for a project is to make a deserted miniature golf course into a flower garden with the help of the school children. The Garden Club has furnished gardeners who have planned the layout of the garden. The Junior Garden Club has been recruited from the city schools. The Public Works Department of the town is doing the "dirty work," cutting weeds, plowing, and putting in the water lines. The school children will work in groups of about ten, with a counselor for each group. There are 116 children who have said they would like to take part, and as the response has been so big, we have decided to use only the first five grades. The children may slowly drop out, but it will be a project they will not forget. We are ordering 116 Junior Garden Club buttons. There are a dozen counselors to help guide the children. We shall appreciate suggestions from anyone.

who has sponsored a similar project for the youth of their city.—Mrs. Raymond Adams, Chapel Hill, N. C., in the *Garden Exchange*.

* * * * *

TOAST TO THE OLD NORTH STATE

Here's to the land of the long leaf pine,
The summer land, where the sun doth shine:
Where the weak grow strong, and the strong grow great
Here's to down home, the Old North State.

Here's to the land of the cotton bloom white,
Where the scuppernong perfumes the breezes at night;
Where soft Southern moss and jasmine mate,
'Neath the murmuring pines of the "Old North State."

Here's to the land where the galax grows,
Where the rhododendron roseate glows;
Where soars Mt. Mitchell's summit great,
In the land of the sky, in "The Old North State."

Here's to the land where maidens are fairest,
Where friends are truest, and cold hearts are rarest;
The near land, the dear land, whatever our fate,
The blest land, the best land, the "Old North State."

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WEDNESDAY, NOVEMBER TENTH

What Factors Must Be Considered If We Are To Meet The North Carolina Youth Problem In An Adequate Manner?

QUESTIONS FOR DISCUSSION AND PLANNING

- Who are the older youth? What are their needs?
- What opportunities should North Carolina provide to meet these needs?
- What is the specific responsibility of the school in this program?
- Are these questions to be answered separately for Negro and white youth?
- What are the actual needs of youth in our own communities?
- What can we do here and now for youth in our own community?

PRINCIPLES GOVERNING POINT OF VIEW

1. The period of infancy for the human being has been progressively extended as society has more and more assumed responsibility for the protection and welfare of the young.
2. The best preparation for successful, happy adulthood is a happy, wholesome period of infancy, followed by a similar wholesome experience program in youth, for which various social institutions are responsible.
3. The people of North Carolina are obligated to provide a program which will induce the group into full responsibility.

POINT OF VIEW AND OTHER MATERIALS TO AID DISCUSSION AND PLANNING

WHO THE OLDER YOUTH ARE (NATIONAL)

1. Sixteen or eighteen to twenty-two or twenty-four years of age.
2. Post adolescents or adults.
3. Widely differing individuals as to intelligence, educational attainments, interests, social and economic status.
4. About one-fifth are in school.
5. Of the remaining four-fifths three million are out of school and are not gainfully employed.
6. The largest per cent of any one age group in prison—relatively low in intelligence and educational background.
7. The age group most important for marriage and beginning of home making.

WHAT THEY NEED

1. Health and social protection.
2. Education and guidance through many agencies and institutions providing for orientation in the affairs of individual and community life—e.g., selection of home, voting, etc.
3. Employment suited to individual interests and capacities.
4. Opportunities for further development of vocational effectiveness and cultural experiences.

HOW THE RESPONSIBILITY CAN BE MET

By North Carolina and the nation as a whole through the high school as the social agency for education and guidance to the end that it

- a. Has complete information about all the youth of a community.
- b. Provides opportunities in and/or out of school suited to the peculiar needs of the young people of the community and serves as a coordinating agent in making community agencies effective in meeting the needs.
- c. Provides continuous advisory and counseling service.

- d. Directs program of education in and out of school until all young people become intelligent, worthy participants in the various phases of life of their community.

HOW CAN WE KEEP MEN OUT OF PRISON

Extracts from *North Carolina's Prisons and Prisoners* by Capus Waynick, formerly State Chairman Highway and Public Works Commission, 1936, copy available from State Commission of Public Works.

"I would like to say to you that in my opinion a prison at its best is a poor school for citizenship. I would like to have you interest yourself in keeping men out of prison, because, in my judgment, imprisonment is a painful and unsuccessful device for character building. The best that can be done after a man is in prison is to discipline him as humanely as is practicable, and try under rather extreme difficulties to turn him loose somewhat safer for himself and for you than he was when he was imprisoned.

"How can we keep men out of prison?

"In the first place, I would say enforce one highly important law—the compulsory school attendance law. Since 1908 we have had compulsory school attendance laws in North Carolina, and yet approximately one-fourth of the prison population of this State is recorded as having had no schooling whatsoever.

"I desire to direct your attention to the statistics of our records for the months of January, February, and March of this year. Turned over to us during those three months were a total of 4,820 new prisoners. Only 709 of these were forty years old or older. That means that 4,111 were under forty years of age and had grown up well within the period covered by this law. Yet in those three months we received 1,062 who are recorded as having had no schooling. Those who had better than a grammar grade education constitute a relatively small percentage of the total.

"Then these same statistics, to which I refer, emphasize what I have said about the wholesome value of employment. Of our 4,820 new matriculates for the first quarter this year, 2,889 are classified as 'Common Laborers'. Interpreted, this means they had no skilled occupation of any sort. Our records further show that those who are skilled in some trade or profession rarely come to prison. Seldom indeed do we get a good brick mason or other skilled tradesman. Indicated clearly, it seems to me, is society's duty to see to it that vocational education is promoted. I would like to quote a statement, which I endorse:

It is only those who do not know how to work that do not love it.

To those who do, it is better than play—it is religion.

"I am firmly of the opinion that a safe state is a state in which opportunities for constructive employment exist and men are skilled for the jobs.

"I come to the consideration of another proposition in this matter of keeping men out of prison. In my judgment, prisons are reeking with men who ought not to be in them. I am afraid that we in North Carolina, as well as in other states, are building up a criminal population by unwise enforcement of certain existing laws.

"I believe that the most experienced and ablest of prison officials would agree that there is very little that a prison can do to improve the social attitude of a man in thirty, sixty, or ninety days. The short term does little more than to remove for the first offender a safeguard against his own further degradation. The will to stay out of prison can be weakened by familiarity with imprisonment, and in my judgment the social restraint of the individual's knowledge that he has never served time under a court order is such a valuable asset to society as to justify extreme measures for its preservation.

"I refer again to our statistics for the first three months of this year. The record on our 4,820 prisoners sent to us shows that 2,268 had no

previous convictions. If this record is approximately correct, and its accuracy is impaired only to the extent of misrepresentation by the prisoner, which could not be discovered, we have had 2,268 relatively young men subjected during those three months for the first time to prison experience. I deplore the seeming necessity for this rapid increase of those consigned to our care, and I believe that a probation system that would operate in an individual case on a first or possibly even a second offense for minor infractions of the law, coupled with indeterminate sentences after proof of the unchecked wayward tendency of the individual, would afford a more scientific approach to the amelioration of the problem of crime.

"In the past the machinery for proper supervision of probationers has been inadequate, but there is being developed now a better system for this supervision; and while there is some expense connected with it, I think there is infinitely greater expense incidental to our present management of the whole problem.

"In making these observations, I revert to a statement made previously in this discussion, that a prison at its best is a poor school of citizenship. We should deal with the imprisoned men as constructively as possible, but let's strengthen the social devices for keeping men out of prison.

"A final suggestion is that all of us concern ourselves about giving the man who has served a sentence and has been released at its expiration or on parole a chance to work profitably for himself and society. It is extremely foolish to expect to erect safeguards against crime and leave the one time offender against the law operating under insuperable handicaps in fitting himself into the law abiding, working group. We try to provide employment for a percentage of men who have served time and we urge that you and all good citizens take a personal interest in this important part of any rehabilitation program."

WHAT AN INDUSTRIALIST THINKS OF PRISON PROGRAMS*

"I employ over 1100 men, and there isn't an ex-convict among them. There isn't going to be an ex-convict among them, even though my plant, being near a penitentiary, is a natural target for those whose sponsors come to me with proof of it.

"I merely look at a public problem from a different angle: I bar the ex-convict because when an American penitentiary gets through with a man—innocent or guilty—he is unfit to hold his place in industry with the men I've hired from the world of free workers. In arriving at this conclusion I have done what less than half, admittedly, of the clergymen and social workers who importune me to give some ex-convict 'a chance' have done—I have visited penitentiaries.

"Behind the grim, gray walls, I have seen human lives timed to a brutalizing routine. I have seen men living jammed together in badly ventilated cell blocks. I have smelled the smells to which their nostrils are constantly exposed, seen unbelievably crude sanitary systems in operation, and talked with prison wardens about the ever-pressing problem of finding sufficient work to keep their charges constructively employed during the day and decently tired at night. Talk about your problem of 'made' work in the world outside and its effect upon the men who do it! Have you ever considered the many useless, wearying, depressing jobs that are done in prison merely to keep men busy—jobs by which nothing is accomplished—jobs to which a man can bring no spark of interest?

"Not every man who enters prison is a brute, but every one pays the penalty of association with brutes.

"He has had the initiative ground out of him. He has lost the sense of

*Extract from "Keep Your Convicts" by Christopher Rollman in *The Forum*, February, 1937.

pride in productive work. His mind is teeming with ideas that he may not have accepted fully but that he cannot purge from the brain that was forced too long to live upon them, for lack of other nourishment. He has been trained to intrigue and to conspire for even the simple things that other men take for granted: tobacco, reading matter, a few extra minutes of conversation.

"I address my challenge to my state and to the nation:

Keep your convicts or make citizens out of them.

"If the end of the prison is punishment and the means of punishment is calculated to rob the man of initiative, pride, decency, and self-respect—then let the state find a use for the human husk that is left. Don't ask industry to do it.

"No man should serve his sentence and then step out into the world. There should be a period of preparation. If society's debt must be paid to the hilt, then add a year to each sentence and call it a year of rehabilitation. During that year, let the convict put the dull, demoralizing routine of penitentiary life behind him. Let him become accustomed to wearing the clothes of a free world again. I would ship him away from the prison that had witnessed his shame and the comrades who had shared it. I would give him work to do that he could take pride in doing, and I would give him a free man's reward for that work. I would let him become accustomed to earning money before it becomes his necessity. I would teach him to save that money and pay his bills. He would have a pay envelop every Saturday night and he would be submitted weekly bills for board, lodging, and incidentals.

"Perhaps it might be possible to work out a variation of the CCC scheme, whereby these last-year men could be given a taste of healthy outdoor life to drive the prison contagion from their bodies while the psychology of the course for freedom was cleansing their minds. One year is not a long period when the damage of many years has to be repaired, but I am convinced that it is long enough if the builders of men work as efficiently in that year as do the molders who make convicts out of a man in his first prison year.

"If you business men do not provide honest work for these men, they will be driven back in spite of themselves to a life of crime."

"I hear that too often. It puts the responsibility on me, where it does not belong, and it lifts it from the state, where it does belong. I know that he may be driven back to crime, but if the state has prepared him for nothing else the problem is too big for me to handle.

"As a taxpayer, I contribute to the support of every convict in the state. They have to live, and I do not begrudge my share; but I should like to pay a little more—if it would cost any more—to provide each of those convicts with a year of training—not in manual arts or breadwork, but in the theory and practice of being a good citizen.

"They've lost their citizenship—let us make citizens of them. Until then, I stand pat against every intercessor who visits my office with the cause of a convict to plead. I don't want the product of the American penitentiary in my plant."

"No longer shall I be forced to lie on my prison cot and just live again my past by reflection; now I shall be able to spend these wasted hours with a new friend, your magazine, for company."—A prisoner given a magazine subscription.

ONE SOURCE OF OUR YOUTH PROBLEM

"My discussion does not undertake to solve the various problems mentioned but undertakes to show that no uniform and compulsory curriculum can ever be made to appeal to all the children who enter our schools. That fact is so clear to me that I wonder that any of us have ever thought that we could prescribe in advance any curriculum which would accomplish our purpose of educating the masses.

"I do not think any physician would ever dare write out a prescription for 90,000 Negro children and think that it should prove equally efficacious for all of them irrespective of what might be their ills. Our attempt to prescribe a curriculum which in itself is good for some children has shown that 91% of the Negro children derived but small benefit from such curriculum during the first seven-years school period. For white children, the loss was 71% over the same years.

"I realize that we shall never be able to teach children on an individual basis, but I believe that we must recognize certain general differences and undertake in the earlier grades to fit children into a type of instruction in which they have some interest and for which they have some capacity.

"If I am right in saying that there are such fundamental differences, that we must provide different curricula for them, it is apparent, of course, that what we most need is a group of persons to examine children at the beginning of the school period or shortly thereafter and to make an intelligent effort at directing them into a course of study which holds out promise of effective results. Each school should have an expert vocational guidance official familiar with the demands for workers in certain fields and with the qualifications necessary for success in those fields.

"I am aware that providing these extra officials will cost money. I do not believe, however, that the expense indicated above will be exorbitant as compared to the manifest loss sustained under our present system.

"As I deal with unemployed young people, I find:

- "1. That most of them are without even an academic education. That fact means that they left school without mastering the curriculum offered.
- "2. That most of those who lack academic training would be satisfied to undertake some of the workaday tasks such as laying brick, carpentry work, dress-making, beautification work, etc. I am unable to see how a knowledge of ancient history or advanced mathematics would have been of much benefit to this large group, even if those subjects had been taken and mastered.

"I am inclined, therefore, to think that we must stop telling children that all of them must go through an academic high school before selecting a life's work. I do not believe it is possible to devise a law which would keep even the larger number of our young people in such schools as we now have, and I do not believe that the curriculum we now have would fit the larger number for the work which they would later perform, even if we could force such a curriculum upon them.

"I urge upon you and other specialists to come to the rescue with such conclusions as you may have reached and to help set up a program which will more satisfactorily place young people in decent employment during the years ahead."

WHAT FACTORS EXPLAIN, JUSTIFY, OR CONDEMN THIS SITUATION?

SCHOLASTIC RECORD OF ONE YEAR'S ENROLLMENT

	White	Negro
Entering first grade—1924.....	116,346	89,870
Completing seven grades—1931.....	33,877	8,071
Percentage loss—1935	71%	91.1%
Completing high school—1935	19,011	3,053
Per cent completing requirements—1935.....	11%	3.4%

—Address delivered by C. E. McIntosh, N. Y. A. Director in North Carolina, before the State Federation of Women's Clubs, Chapel Hill, N. C., June 16, 1937.

SCHOOL-DULL CHILD AND LIFE-BRIGHT ADULT

"The school stands between the home and the community. Its task is to take children as they are and train them for life as it is. Public second-

dary schools are for all children between 12 and 18 years and these children differ greatly in many abilities. The community has places for all these children but for work in divers fields. All who reach the high-school door are bright boys and girls, bright in social values or bright in the two great commandments, or bright in manual skills, or bright in the knowledge of art and the production of beauty, or bright in the ability to bear silently and without complaint the great burdens of life, or they may be school-bright alone. Were I a cheer leader, I would give now three hearty cheers for those who are just school-dull and most of you would join me in this shout of self-appreciation.

"Children have at least four dimensions: linguistic longitude, manual latitude, physical altitude, and that glorious fourth dimension known as 'stick-to-it-iveness.' Schools of the formal type which use one measure only, linguistic longitude, failed to note full ability or to predict ultimate success.

"The Jonathan Edwards and the Anne Bradstreets of today, with intelligence quotients above 125, from homes in which well stocked library shelves adorn the drawing rooms, and in which polysyllabic English has had a breakfast table use for many generations, may make good grades on mental examinations, and fail flatly in the tests of real life.

"There is no general intelligence and the term *general intelligence tests* is a misnomer, just as there is no general patriotism nor a general love. Like finite verbs, *intelligence*, *patriotism*, *love* must each take an object. Every individual is good for something, and the function of the school is to discover these abilities and attitudes and make the most of them to the end of service to mankind and happiness for the individual.

"Life itself is the great examination. All who succeed in its severe tests are life-bright although they may have been called dull in school."

So writes Dr. Butterfield who illustrates his points from his own experience with students who indicated great promise in the intelligence quotients of their school days and who failed to live up to that promise in after life. His article is replete with illustrations of students who showed mediocre ability at their school tasks and who achieved renown in their life occupations.

—Compiled from Volume 20, No. 4, Journal of the National Education Association, April, 1931.

FACTS AND IDEAS

Of the 20,100,000 young people 16 to 24 years of age, inclusive, in the United States—

4,000,000 are in full-time schools and colleges;

500,000 without employment are taking part-time school work;

2,800,000 are young married women not employed and not in school;

7,800,000 are employed at full-time or part-time non-relief jobs;

300,000 are out of school and unemployed but not seeking employment;

4,700,000 are out of school, unemployed and seeking employment. Com-

puted by the Committee on Youth Problems of the United States Office of Education and reported in *School Life* for December, 1935.

You ought to thank God tonight if, regardless of your years, you are young enough in spirit to dream dreams and see visions—dreams and visions about a greater and finer America that is to be; if you are young enough in spirit to believe that poverty can be greatly lessened, that the disgrace of involuntary unemployment can be wiped out, that class hatreds can be done away with, and that one day a generation may possess this land, blessed beyond anything we know, with those things—material and spiritual—that make man's life abundant.

If that is the fashion of your dreaming, then I say: "Hold fast to your dream. America needs it."—Franklin D. Roosevelt, April 14, 1936.

According to a recent study the following are among the major problems of youth today: (1) To find a satisfying place among fellow youth; (2) to experience personal achievement; (3) to enter into and succeed in vocational life; (4) compared to the young person of preceding generations, the youth of today suffers conspicuously from the fear that he will not find any suitable employment; (5) to be able to establish and enjoy a happy home; (6) to understand and improve political and economic conditions; (7) to maintain health and maximum physical efficiency; (8) to participate in enjoyable recreational activities; (9) philosophical complexes; (10) the skepticism of today's youth.—From Harl R. Douglass in *Secondary Education for Youth in Modern America*.

We must expand our educational system to take care of youth up to the eighteenth or even the twentieth birthday.—R. M. Hutchins, President, University of Chicago.

For Youth's Sake—Surely we owe to the next generation the kind of education that will release its fullest intellectual powers to grapple with the problems of its day. Our own ideas and doctrines have not solved our own problems. They have not done so in any generation. But we only store up trouble for our children when we use our schools to pass on to the younger generation doctrines which may already be obsolete or doctrines which we can merely calculate will fit some future day. No generation can see clearly the demands of the future.

I do not believe that youth should be indoctrinated with our own prejudices or our own hopes. Instead, I believe that youth should be taught how to think clearly; how to reason; how to weigh evidence; how to be constructively critical. This is the major task of education.—J. W. Studebaker, United States Commissioner of Education.

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THURSDAY, NOVEMBER ELEVENTH

If The Federal And State Constitutions Provide Adequate Bases For The Support Of Educational Essentials, Have North Carolinians Met The Challenge?

QUESTIONS FOR EMPHASIS IN DISCUSSIONS

1. What is meant by the statement we sometimes hear that "democracy is on trial"?
2. Does democracy always exist in a republic?
3. Should the United States Constitution be interpreted liberally to meet the demands of such economic and social changes as those through which our country is passing? Should it be amended?
4. Are the charges made against democratic government as true for other forms of government?
5. What objectionable features characterize Fascism, Sovietism, National Socialism?
6. What are some definite advantages of Democracy?
7. What is the place of education in a Democracy?
8. Is it possible for us to have democracy in one phase of our life and not in others?
9. Should the schools take sides on this issue, or other civic and social issues?

PRINCIPLES UNDERLYING DISCUSSIONS AND PLANNING

"Let the people know the truth and the country is safe"—Lincoln.

"So we seem led to the conclusion of Judge Dooley that the Constitution, apart from its few indisputable passages, is what living men and women think it is, recognize as such, carry into action, and obey. It is just that. What else could it be?"

"The flexible character of many constitutional provisions is not to be regarded as an element of instability in our constitutional system, but rather the contrary. The fathers intended to leave room for interpretation, growth, and modification within the letter of the Constitution. This provision on their part has made it possible for the document drafted in 1787 to survive almost intact to the present day. Had every clause of the document been as rigid as those which prescribe the term of the President or of Senators, the whole fabric would probably have been shattered long ago. Even conservatives should regard the flexibility of our Constitution as its most admirable feature, and in fact they do when they are in power at Washington."—Charles A. Beard in *The Annals of the American Academy of Political and Social Science* for May 1936.

"Suppose that America were faced with some great supernatural crisis in which it became obvious to everybody that the nation could survive only if it were organized on the most efficient basis, only if every ounce of human and natural energy and every grain of human talent should be used to the utmost. And suppose that the thirteen greatest experts in government were locked up in a room and ordered to write a document for the government of America which would guarantee the highest national efficiency. Would those experts in such a crisis write a constitution like the Constitution of 1787?"—Paul Blanshard in 'Shall we Scrap the Constitution?' *Forum*, August 1935.

"There are voices in the air, which cannot be misunderstood. The times seem to favor a centralization of governmental functions such as could not have suggested itself as a possibility to the framers of the Constitution. Since they gave their work to the world the whole face of that world has changed. The Constitution was adopted when it was six days' hard travelling from New York to Boston; when to cross the East River

was to venture a perilous voyage; when men were thankful for weekly mails; when the extent of the country's commerce was reckoned not in millions but in thousands of dollars; when the country knew few cities, and had but begun manufactures; when Indians were pressing on near frontiers; when there were no telegraph lines, and no monster corporations. Unquestionably, the pressing problems of the present moment are the regulation of our vast systems of commerce and manufacture, the control of giant corporations, the restraint of monopolies, the perfection of fiscal arrangements, the facilitating of economic exchanges, and many other like national concerns . . . and the greatest of these problems do not fall within even the enlarged sphere of the federal government; some of them can be embraced within its jurisdiction by no possible stretch of construction, and the majority of them only by wresting the Constitution to strange and as yet unimagined uses." Woodrow Wilson in 1884 as cited by James Truslow Adams in *Scribner's Magazine* for December, 1935.

"THE MEN TO MAKE A STATE: The men, to make a State, must be intelligent men. The right of suffrage is a fearful thing. It calls for wisdom and discretion and intelligence of no ordinary standard. It takes in, at every exercise, the interests of all the nation. Its results reach forward through time into eternity. Its discharge must be accounted for among the dread responsibilities of the great day of judgment. Who will go to it blindly; who will go to it passionately; who will go to it as a sycophant, a tool, a slave; these are not the men to make a state.

"The men, to make a State, must be honest. I do not mean the men that would never steal. I do not mean men that would scorn to cheat in making change. I mean men with single tongues. I mean men that consider always what is right and do it at whatever cost. I mean men whom no king on earth can buy. Men that are in the market for the highest bidder; men that make politics their trade, and look to office for a living; men that will crawl, where they cannot climb—these are not the men to make a state.

"The men, to make a State, must be brave men. I mean the men that walk with open face and unprotected breast. I mean the men that do, but do not talk. I mean the men that dare to stand alone. I mean the men that are today where they were yesterday and will be there tomorrow. I mean the men that can stand still and take the storm. I mean the men that are afraid to kill, but not afraid to die. The man that calls hard names and uses threats; the man that stabs in secret with his tongue or with his pen; the man that moves a mob to deeds of violence and self-destruction; the man that freely offers his last drop of blood and never sheds the first—these are not the men to make a state.

"The men, to make a State, must be religious men. To leave God out of states is to be atheists. I do not mean that men must cant. I do not mean that men must wear long faces. I do not mean that men must talk of conscience, while they take your spoons. I speak of men who have it in their hearts as well as on their brows. The men that own no future, the men that trample on the Bible, the men that never pray are not the men to make a state.

"The men, to make a State, are made by faith. A man that has no faith is so much flesh. His heart is a muscle, nothing more. He has no past for reverence, no future for reliance. Such men can never make a state. There must be faith to look through clouds and storms up to the sun that shines as cheerily on high as on creation's morn. There must be faith that can afford to sink the present in the future and let time go in its strong grasp upon eternity. This is the way that men are made, to make a state.

"The men, to make a State, are made by self-denial. The willow dallies with the water, draws its waves up in continual pulses of refreshment and delight, and is a willow after all. An acorn has been loosened, some autumnal morning, by a squirrel's foot. It finds a nest in some crude

cleft on an old granite rock where there is scarcely earth to cover it. It knows no shelter and it feels no shade. It asks no favor and gives none. It grapples with the rock. It crowds up towards the sun. It is an oak. It has been seventy years an oak. It will be an oak for seven times seventy years, unless you need a man-of-war to thunder at the foe that shows a flag upon the shore where freemen dwell. Then you take no willow in its daintiness and gracefulness; but that old, hardy, storm-stayed and storm-strengthened oak. So are the men made that will make a state.

"The men, to make a State, are themselves made by obedience. Obedience is but self-government in action; and he can never govern men who does not govern first himself. Only such men can make a state."—George Washington Doane.

POINTS OF VIEW THAT HELP IN DISCUSSION AND PLANNING

"The outstanding social issue is whether this nation will continue to suffer exploitation for selfish personal gain or will organize itself for the welfare of all the people. . . . Evidence of this issue before us lies in the paradox of starvation in the midst of plenty, of economic depression as a result of overproduction, in the perennial struggle between labor and capital, and in the unequal chance for better living for millions on account of poor housing, inadequate medical care, unequal educational opportunities and unequal chances for honest work. . . . A continuing emphasis upon and growing consciousness of the idea of the control of wealth as a stewardship to be used for the common welfare may yet avert a national catastrophe. Failing this, it is conceivable that the same government that originally granted the right to acquire property might for similar reasons rescind that right *when under new and different* conditions such a concept is considered no longer able to meet the requirements of democratic living."

"My wish is that the Convention may adopt no temporizing expedients, but probe the defects of the Constitution to the bottom and provide a radical cure, whether agreed to or not. A conduct of this kind will stamp wisdom and dignity on their proceedings, and HOLD UP A LIGHT which sooner or later will have its influence."—George Washington.

"It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. The savage pays no tax."—Charles Duncan McIver.

THESE SCHOOLS TEACH PRACTICAL POLITICS

"One reason why our government works no better is that so many otherwise good citizens refuse active participation in it on the ground that 'politics is a dirty game'. Taught in the schools the noble plan laid down by the founding fathers, they emerge into the world to find their government largely influenced by the spoils system, boss rule, log rolling and professional politicians.

"I have asked scores of civics teachers what they were doing to acquaint their students with the workings of their own local government. Many said they would like to try that sort of teaching but didn't dare. They complained that the 'realistic teaching of government is resisted by politicians.' In Chicago, authorities ordered civics teachers to stop an essay contest on the merits of the City Manager Plan.

"A few schools, however, are shinning examples of what can be done when civics teachers roll up their sleeves.

"At New York University, students are urged to join political clubs, to become familiar with the rank and file in the organization, and to learn the details of the political bosses' careers.

"In Weld, Maine, the warrant (or agenda) of the town meeting is

discussed and voted on beforehand by the high school students, who later attend the meeting and compare their ideas with their parents' actions.

"At the Julia Richman High School for Girls in New York City, a class did propaganda for the city charter, distributing circulars in apartment houses and answering questions. They undoubtedly knew more about the charter than most of the adults whose votes brought it into effect.

"In a number of towns and cities elaborate imitations of national and local elections are held simultaneously in the upper grades of the public schools. In Detroit, every pupil above the fifth grade begins studying election procedure as soon as school opens in September. Pupils register and vote, using regulation ballots, for the same candidates as their parents.

"At Toledo University, the work of Professor O. Garfield Jones is said to be largely responsible for Toledo's excellent city manager government. This 'Laboratory work in municipal citizenship' has been going on since 1919. At the annual election, whether local or national, each student is assigned to a precinct, studies election machinery, political organization, and methods used to get voters to the polls—as well as the methods of influencing their vote. The election over, students study the city's administrative departments.

"A small spark from a high school classroom started a city-wide blaze in Des Moines, Iowa. Two or three boys who were studying civics decided that the City Manager Plan would be excellent for Des Moines. With the help of a lawyer, they drew up a petition, collected signatures, and found enthusiasm for a city manager strong among their elders. The school authorities, though pleased at this spontaneous example of youthful citizenship, did not collaborate, as all the work was done out of school hours. When a coal shortage closed the school, the boys rented a downtown office and kept on. In all, 400 signatures were secured. Des Moines hasn't got its city manager yet, but a citizens' group is actively carrying on the campaign begun by the students.

"Perhaps the blue ribbon should go to Tulsa, Oklahoma. Students of the Central High School's civics course became interested in the local elections. They met the candidates, questioned them, wrote up their interviews. After graduating, many of them entered Tulsa University and eventually found themselves in the American History course conducted by Oscar W. Hoop, a retired army colonel of singular energy and courage.

"One day Colonel Hoop told his class that he was going to run for Police Commissioner of Tulsa. 'You will see', he said, 'that what I have told you about the domination of the political machine is true. I will lose.'

"But his students thought differently. They started a round robin—each student to enlist to others in the Hoop campaign. Some of them were accomplished speakers. They trained others and had a Hoop speaker at every precinct meeting. They went to the editor of the Tulsa Tribune and persuaded him to come out for Hoop. They held a monster parade through the city. Colonel Hoop, whose candidacy at first no politician had taken seriously, was elected. After his victory, he was cheered on the campus as if he had been a football hero.

"The tinder is there, where the civics teachers have the courage to strike the spark." Extract from "These Schools Teach Practical Politics," by Robert Littell, Readers Digest, April, 1937.

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FRIDAY, NOVEMBER TWELFTH—SCHOOL OPEN HOUSE DAY

To What Extent Do North Carolina Schools Provide Efficient, Educationally Sound, And Economical Programs For The Elementary, Secondary, College, University, And Professional School Levels?

QUESTIONS FOR EMPHASIS IN PLANNING AND DISCUSSING

1. Does the school program show evidence of taking into consideration the kind of State North Carolina can and should be? (Study Curriculum bulletin—Publication No. 189, and actual practice at first hand during the week.)
2. Does the school program show evidence of taking into consideration the kind of person a citizen of North Carolina can and should be? (Study report cards, cumulative records to see what actually does happen in this respect.)
3. Does the school program show evidence of respect for the individual personalities of all of the pupils in the school? Of the teachers? Of the other school personnel—janitor, etc.? (Consider from the standpoint of the local group, the county or city unit, the State Department of Public Instruction, and the School Commission.)
4. What major steps should be taken to realize the conditions implied as desirable in questions 1, 2, and 3? (Study material selected for illustration and suggestion in connection with Monday's topic.)

PRINCIPLES UNDERLYING DISCUSSIONS AND PLANNING

"The North Carolina public school system is founded on these fundamental principles:

- a. The schools belong to the people.
- b. Free education should be supplied for all children through the high schools.
- c. Education is a function and an obligation of the State.
- d. The State has a right and is obligated to collect by taxation from its several sources of revenue sufficient funds for adequate school support.
- e. Great governors and leaders have always led the fight for a more equal opportunity for all.
- f. Local communities should voluntarily initiate and assume responsibility for increased educational opportunities.
- g. Progress has characterized the development of the system."

—The Public School a State Builder.

POINTS OF VIEW AND ILLUSTRATIVE MATERIALS

AN EXAMPLE OF ECONOMICAL AND SOUND EDUCATIONAL PLANNING

"The functional coordination of the Woman's College as a distinctly woman's college of arts and sciences; the agricultural, technological, and engineering concentration at State College; and finally the graduate concentration at the University in Chapel Hill are all organized to the high ends of a democratic State. Consolidation reaches its height in the graduate school. At the University in Chapel Hill we have the concentration of graduate work in the humanities, natural sciences, and social sciences. At Chapel Hill are to be administered and given all doctor's degrees, whether through the resources here or through our consolidated resources, and all other graduate, postgraduate, and professional degrees except the professional, postgraduate, or master's degrees in home eco-

nomics and secretarial science at the Woman's College, and in agriculture, forestry, engineering, textiles, and vocational education at State College.

"We can, through our consolidated graduate resources of all three institutions, the cooperation of the Central Agricultural Experiment Station at Raleigh, the Institute for Research in the Social Sciences at Chapel Hill, the University Press, the Agricultural Extension Division at State College, and the Extension Divisions of all three institutions consolidate a research and extension program for knowing the needs, developing the resources, advancing the opportunities, and enriching the life of all the people of our State.

"Out of the many reports, memoranda, studies, and exchanges of responsible, appointed, and elected committees, out of long consideration and much thinking of many people, have emerged these four working principles adopted by the Board on the recommendation of the president as the bases for the consolidation of duplicating schools, the coordination of three institutions, and the unification of the State program of higher education.

"First, provision for two years of fundamental and cultural courses throughout the three institutions with no duplication in schools or curricula on the upper and graduate levels. The courses of the first two years will not be uniform but basic with variations according to the function of the college and the aptitudes and choices of the students.

"Second, the coordination of the Woman's College as a distinctly woman's college of arts and sciences with no women students admitted at Raleigh or Chapel Hill in the first two years. To round out a complete college of liberal arts, three new departments have been added at the Woman's College this year as a part of this coordination as recommended by faculty committees: first, courses in Greek as a part of the new department of classical civilization; second, an independent art department as part of the college of arts and as a focus for all the art work of the college; and third, a department of philosophy. We recall that the recovery of the ancient Greek learning led to the discovery of a new world, and we hope that its inclusion in the curriculum of the Woman's College will lead to a revival of the classical learning for those few who drink deep in the ancient springs of Greek literature, art, and philosophy, the most classic of all the liberal arts. The department of art was added for the young women students in the college not so much for them as artists as for them as human beings in need of some knowledge of the history, function, and satisfactions of art as well as some opportunities to express in various art forms the creative artistic aspiration deep in the nature of youth. The department of philosophy was added because of the need in this complex world of facts, things, and change, of some acquaintance with the history of thought, a deeper sense of ethical values, and a basis for a spiritual integration of knowledge and ethics into a philosophy of life. Much of this is by way of fulfilling the function of the Woman's College as a coordinate college for women who need and have the right to resource themselves in the literature, the arts, and the philosophies from the classical to the modern age.

"Third, concentration at State College of the schools and departments of agriculture and forestry, textiles, engineering, and teacher training in agricultural and in industrial arts. This agricultural, technological, and engineering consolidation at State College as a part of a consolidated and cooperative enterprise in State building in a State built on farms and factories, energized by engines and dynamos, and tied together by highways and high tension power lines, can multiply productive power and widen the democratic basis for a juster and more beautiful civilization.

"Fourth, concentration at the University in Chapel Hill of graduate work. On top of the college of arts and sciences, the school of commerce, the school of public welfare, the division of education, the library school, the division of public health, and the professional schools of law, pharmacy, and medicine, forever, I trust, to be preserved in Chapel Hill, is this consolidation of graduate work to the highest reaches of the humani-

ties, the natural and exact sciences, and the social sciences. With no sacrifice of standards and values, the graduate school is rather to be advanced in its graduate distinction in the world of scholarship, teaching, and high research, and in its scientific, economic, social, and spiritual services to our State and region and the generations to come.

"We would thus have in this consolidated framework the coordination of a distinguished Woman's College at Greensboro as a distinctly woman's college of arts and sciences; the agricultural, textile, technological, and engineering concentration at State College in Raleigh on a high level for North Carolina and the South; and summarily at the University in Chapel Hill the college of arts and sciences, six schools, and three other divisions as the basis for the greatest graduate concentration in the Southern States. Running through it all is the main working principle of allocation of functions and no duplication of schools or curricula on the upper and graduate levels. We have on such a basis a framework of consolidation founded on the integrity of working principles instead of a structure built on the shifting sands of special local interests, the combination of institutions, the pressure of groups, and the controls of politics.

"Within such a framework all institutions have more high functions than have yet been fulfilled and more opportunities than have yet been realized. With something more of a common faith and good will we can come through in this great adventure of making University consolidation an enterprise of creative cooperation for the training of youth and rebuilding of an historic old commonwealth toward the Kingdom of God. In the University brotherhood we respect honest fears of institutions and appreciate the fine loyalties of their sons and daughters. Despite the temporary alarms, misunderstandings and all the anguish of the birth pangs of real consolidation and even while holding forever fast to the spiritual stuff of our own loyalties to our own institutions, we will yet see the value of the united strength of all in the cause of all and in the long run interests of the State we all hope to help build. It is, we take it, the faith and plan of this Board, with the cooperation of the administrative officers and the several faculties to preserve in all their distinguished qualities the high traditions of all three institutions. With them as separate foundations, we can build on a great past and on present sound working principles the united University as a basic part of the building of the resources and the life of the State to the end that there will be more abundant resources for all our schools, institutions, and agencies devoted to a more abundant life for all people. It is our accepted public responsibility to hear above the fears and sometimes clamor of the hour, the call of the future of our State for a unified University at work for the well being and advancement of the opportunities of the people, their children, their homes, churches, schools, colleges, farms, forests, factories, stores, newspapers, libraries, their professions and vocations, their organizations, their health, welfare, leisure, their work, and their common life in a nobler commonwealth for which our people still have the faith to dream and hope." Excerpt from Annual Report by Frank Graham, President, Greater University of North Carolina.

HOW PARENTS MAY HELP THEIR CHILDREN TO GET THE MOST FROM SCHOOLS

1. Picture the school as a happy, desirable place to be.
2. Avoid criticizing the teacher or school in the presence of children.
3. Encourage punctuality and regular attendance.
4. Take an interest in their work, their play, and other activities.
5. See that they are properly dressed for school life, taking the weather into consideration.
6. Provide nourishing food, ample rest, wholesome employment at home, in the school, and in the community as a whole.
7. Help bring in superior men and women as teachers and administrators.

ONE WAY OF EVALUATING TEACHING AND LEARNING

"Examine critically the things you do that are supposed to cultivate the needs of a democracy. How conducive to it, or how diverting from it are your flag exercises? What do your Washington celebrations do to produce citizens who will make, each, his part of the world go on better?

"When you direct a distribution of children's gifts to the poor, how clear do you make it that there are resources enough for all in this country and that a government of general welfare could see that every honest body could have access to a good living?

"How thoroly do your children appreciate who is paying for their schooling? Do they realize that the farmers, the factory workers, the cheapest day laborers, people who don't know the children's names are paying for every hour these youngsters are in the school? What are they paying for? What are they getting in return?

"What is the reason you fail to follow the lead of those schools that set aside thirty minutes every Monday morning to inquire of each child, What have you done for the community since last Monday?

"What actual practice in cooperative government, selection of officers, work for general welfare do your children get every day? How much of the autocracy that teaching breeds into teachers are you getting rid of?

"You high school people, how free are you from the educational doctrines that show no effects of the second American Revolution, the one of 1787? How much are you teaching algebra for algebra's sake, or because you think it trains the mind? How often are you thinking that you are paid on the basis of a promise made that you would reduce crime and keep politics pure? What are you doing in accordance with that promise?

"You teachers of Latin, French, German, Spanish, English, mathematics, science, art, vocations, homemaking, which is getting the most of your thought and planning, a boy and girl imbued with civic responsibility, or pupils equipped with the information and skill of your subject? When a proposition is made to give civic preparation the school time it needs, what is your desire to leave your present work and to teach politics, economics, general welfare? How gladly do you advocate reduction of time given to your subject so that a direct study of civic needs may get the additional hours?

"You organizers of extracurriculum activities, how keen are you for a political club to study the untoward conditions of local, county, and state government? Do you propose it? Do you offer yourself as its faculty adviser?

"You principals of high schools, how far do you realize that the age at which you get your children is that during which curiosity regarding civic life is capable of tremendous expansion, that ambition to improve conditions is susceptible to large ideas? How often do you stress the civic responsibility of this most costly of the public-school units? How often do you collect reports from all the staff as to what each is doing to train a citizenry which knows what the ulcers in the body politic are and what may possibly cure them or reduce their damage?

"There is little now appearing that expresses the opinion that you have done what you should. There is acknowledgment that you have made much improvement in many essentials of teaching, these being secondary to *the great essential of American public-school education, namely: responsible politics*. There is much in this printed matter to the effect that you can perform the work teachers were made public servants to perform. Teaching makes you loath to change."—From "What Teaching Does to Teachers" by William McAndrew in *The American Schoolmaster*, May 15, 1933, p. 208-9.

RURAL SCHOOLS FOSTER LOVE OF THE BEAUTIFUL IN CHILDREN OF THE FARM

"A few years ago the men who decide educational policies became bold enough and wise enough to say that often incidental influences in school are more important than the direct one of teacher on pupil.

"Then educators began to think of the effect of school environment upon character, habits of appreciation, and high ideals of students. Then began the passing of the unlovely and ugly schoolhouses built on ground impossible of cultivation and undesirable for habitation. Now flower beds, shrubbery, blossoming wild trees, and clambering yellow jasmine enhance the beauty of many a schoolground landscape.

"Beautiful school grounds and beautiful school buildings give a proper pride to the youthful citizen. Nature study, as no other phase of the school, gives a wonderful opportunity for character training. I have heard many skilled teachers instructing little children on the character problem of sowing and reaping but I have never yet known any lesson so surely and beautifully taught as may be witnessed in the shining triumph of a row of daffodils.

"In no part of school work may a child more quickly see the result of shabby work done grudgingly. Nature pays us back in our own coin, and life has the same quickly sure way of dealing with both the just and the unjust."—Kate Wofford, "Beauty Goes to School"—N.E.A. Journal.

A SCHOOL DAY IN ACTION*—REGIONAL CONFERENCE— FUNCTIONAL LANGUAGE ARTS

Saturday, March 6, 1937.

Red Springs High School.

Sponsors: Red Springs Public Schools, Flora McDonald College, and the State Department of Public Instruction.

Note: This is an example of a constructive, cooperative endeavor to inform each other about and improve the school program.

PROBABLE SCHEDULE OF THE PLANNED SCHOOL ACTIVITIES

Note: This is an "Open House Day" for school teachers and administrators to study a school day in action, to observe in particular all factors lending atmosphere conducive to *interest* and *success* in Language and Social Arts. Please read what Publication 189 has to say about reading and oral and written speech. For observation, you should select the problem and the level of education in which you are most interested. The observation guide will help you focus your thinking. After entering the room, please do not talk and remain until after the *Evaluation Conference* conducted by the teacher in charge.

9:00 Registration and Informal Visiting—Grade Eleven, Mr. Stephenson.

9:20 Assembly—Seventh Grade. Verse Choir. Announcements.

ELEMENTARY GRADES

9:45 *Grade One*—Miss Gurley. Transportation: Thinking through problems, giving and getting thoughts through *conversation*, *organizing* ideas about their own experiences for reading readiness charts, manuscript writing, page arrangement.

Grade One—Mrs. Odom. Gardening: Keeping records, giving meanings to others, literary appreciation.

Grade Two—Mrs. Adams. Our Flags: Reading readiness through social language forms (greetings and small spoken courtesies), manners we need to practice, dramatic language.

Grades Two and Three—Miss Johnson. Communication: Reading pictures and books for information.

Grade Three—Mrs. Parker. Learning to Live Happily and Effectively Together (Home Room Organization): Home and room beautification and utilization, letter writing, book making, manners in speech, rhythmic body expression.

Grade Four—Miss McPhail. Switzerland: Reading in one book un-

*Program for day's visitation of adjoining counties developed with local faculty and Miss Juanita McDougald of the Division of Instructional Service.

der guidance of teacher, care of books, reading for individual pleasure and information.

Grade Five—Miss Singleton. Cotton: Reading under guidance of teacher, reporting on individual problems.

Grade Six—Miss Devane. Our Greek Inheritance: Giving and getting meanings through dramatization, construction, reading.

Grade Seven—Miss Stone. (1) Developing Individual Discrimination in Literary Appreciation through the Verse Choir; (2) Home Room Organization, Pupil Responsibility.

HIGH SCHOOL

- 9:45 *Grade Eight*—Miss Covington. Meeting of Book Club: Motion picture appreciation, literary appreciation, creative poetry.
Grade Nine—Mr. Matthews. Our Trees, How to Become Acquainted with Them: Exhibits, herbarium, wild life classification, museum, accuracy in observation, experimentation, thinking, and recording about life of environment.
Grade Ten—Miss Allen. Reconstruction: Panel discussion techniques.
Grade Eleven—Mr. Stephenson.
- 10:35 Evaluation Conferences by Home Room Teachers and Visitors.
- 10:45 *Grade Eight*—Mr. Matthews. Tissues of Living Things: Exhibits—Plant and animal tissues, chemicals, electrical appliances; direction of accuracy in observing, relating, concluding, recording.
Grade Nine—Mr. Howell. Library Organization (in the library).
Grade Nine—Miss Allen. Oral reproduction of stories.
Grades Eight and Nine—Miss Jones. Language Expression in Music.
Grade Ten—Miss Covington. The Writer's Club meets.
Grade Eleven—Mr. Stephenson. Advanced Algebra Applied to Business.
- 11:35 Home Room Evaluation Conferences begin for the Elementary teachers led by the classroom teacher for the day.
- 11:45 Evaluation Conferences Conducted by Home Room Teachers for high school group.
- 12:00 General Evaluation. Questions from the visitors on special problems in reading and oral and written speech. (Please write the questions in advance and file with committee at registration desk.)
- 12:10 Three minute evaluations by visiting superintendents and principals.
- 1:00 Plate lunch served by the P. T. A. at 35¢, in the auditorium.
- 2:00 *Determining Reading Readiness*. Demonstration of the Betts Testing Material for two reading problem children of widely different maturity—Miss Conoly, Professor of Education, Flora McDonald College, and Mr. J. W. Stackhouse.
 Report on a survey of the Reading Readiness for the Beginners in the Fall of 1937—Miss Gurley and Mrs. Odom, First Grade Teachers, Red Springs, N. C.
- 3:00 How We Prepare Ourselves to Teach Literary Appreciation—Miss Inez Morton, Instructor of English, Flora McDonald College.
- 3:20 "We Are All Artists," An Educational Movie—Alon Bement.

NOTE: There will be a special exhibit of College Art from the Woman's College of the University of North Carolina in the hall of the Elementary Building.

THE SERVICES OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION*

MISS McDUGALD:

Today, boys and girls, we go to the old red brick State Departments Building on the corner of Edenton and Salisbury Streets, directly across

*Radio Broadcast No. X, February, 1937—WPTF—Day by Day in Your State Government Series.

the Capitol Square from the Supreme Court Building and next door to the Agriculture Building. This is the oldest of the State Administration Buildings and its second and fourth floors are occupied by the State Department of Public Instruction, composed of the Hon. Clyde A. Erwin and his staff.

Dr. Erwin is now in the midst of the most important phase of his work, securing the approval of the Legislature for an appropriation of the State money with which to run the schools for the next two years. Dr. Erwin has asked the directors of the various phases of the school program to meet here to answer some of your many, many questions. Those about Dr. Erwin's private life we will take another day. The Director of Schoolhouse Planning is on a field trip, and since Dr. Erwin does not control transportation of school children we will delay all questions on this subject until March 15 for Mr. Griffin, Secretary of the School Commission, who is charged with this responsibility.

Visitors to Supt. Erwin usually pass through the office of Mr. L. H. Jobe, Director of Publications. Mr. Jobe, please tell these young people what types of bulletins we print and for whom they are prepared.

MR. JOBE:

Plans for the publication of all printed and mimeographed material are approved in my office where a record is kept of all the mimeographed letters and bulletins prepared by the several departmental divisions. For example, the two-page mimeographed bulletin announcing this very program has the symbol IS660 in the upper right-hand corner, indicating that it was job #660 and issued by the Division of Instructional Service.

We have charge of the printing of forms used in the schools, and from time to time issue various bulletins and Biennial Reports of the State Superintendent of Public Instruction. Our most recent bulletins were: the Constitution of North Carolina, which some of you already have received, and the Educational Directory, which gives a list of principals, superintendents and accredited schools. We also looked after the publication of the course of study bulletins, which have been distributed to the teachers of the State.

We issue *State School Facts*, which is printed, and the *North Carolina Public School Bulletin*, which is mimeographed. *School Facts*, gives statistics and other information about a single subject and is sent to all those who request it. We distribute 5,500 of these each month. The *Bulletin* gives timely notes, announcements and educational information, which is of primary interest to school people. We are sending out 1,750 of these each month.

All of these printed publications, except a few, are available in the school libraries. Individuals engaged in school work may usually secure other publications issued by the Department from the superintendent of schools.

In addition to these publications, we give out statements concerning the work of the schools to the daily papers, and answer requests orally and by letter for information concerning some phase of the school situation.

MISS McDUGALD:

Down the hall from Mr. Jobe is the office of Dr. James E. Hillman, Director of Professional Service. Several children have asked questions about teachers. Dr. Hillman is away on inspection of a teacher training institution but he left an answer to your main question. Mr. Combs, will you please give us his report?

MR. COMBS:

He says, "The most important single job of my office is granting certificates to teach. A teacher must be at least 18 years old and must have at least three years of college work consisting of courses which furnish her with a background of information and understanding in academic fields like history, science and literature, and about children's interests,

needs, abilities, and possibilities. After the summer of 1938 all teachers who receive a Class A certificate must have a degree from college."

MISS McDUGALD:

Across the hall from Dr. Hillman are the offices of the Division of Finance and Statistics which work is under the direction of Mr. C. D. Douglas.

Mr. Douglas, what are some of the things your Division does?

MR. DOUGLAS:

Miss McDougald, we deal with public school funds. I shall refer to only five things we do:

1. Since 1921, our Division has originated payments of all money spent in running the divisions of the office of the State Superintendent.

2. The Division originates payments of all funds sent to city and county superintendents of schools for the payment of general State current expense bills, salaries and wages of janitors, truck drivers, mechanics, teachers, principals and superintendents, including Federal and State funds for teachers of agriculture and home economics. Those payments are made within the amount set by the Legislature and after they have been authorized by the designated agencies.

3. Perhaps our largest single job is the determination annually, with the help of Dr. Hillman's division, of the total amount of money required for State salaries of teachers and principals upon the basis of uniform rules adopted in accordance with law. Each county and city superintendent's office does a vast amount of work in making the local budget which we use in this connection. These salaries amount to over 80% of the total amount the Legislature provides for the State Eight Months School Fund.

4. The State Board of Education lends money to the Counties for the erection of school buildings. These accounts and notes are handled through our Division.

5. The Division advises with local school officials concerning financial records and reports and, in cooperation with Mr. Jobe, assembles certain sections of the Biennial Report from annual reports made by the local superintendent, who bases his report on those of drivers, mechanics, teachers and principals. The information covers all phases of North Carolina public education—elementary and high school. We hope each pupil will attend every day possible so that he may receive the full benefit of the instruction provided for him.

MISS McDUGALD:

Up on the fourth floor of the Red Brick Building at the far end of the longest hall are the offices of the Division of Instructional Service of which Dr. J. Henry Highsmith is the Director. Mr. Highsmith, there are several minor questions which you could answer but I believe that since they have little bearing on the real purpose of your division, will you state for us, please, briefly the main lines of your program?

DR. HIGHSMITH:

The Division of Instructional Service is charged with the responsibility of promoting effective teaching and learning in all of the schools in North Carolina. The Division is composed of Mr. A. B. Combs, Miss Hattie S. Parrott, Miss Nancy O. Devers, Miss Juanita McDougald, and Mrs. Mary Peacock Douglas, besides the Director. Our job is to direct and stimulate the professional work of the 23,500 teachers in what we call the 100 county administrative units and the 69 city administrative units in the State. There are two persons in the Division of Negro Education who work with Negroes.

The members of my Division do the necessary amount of office work in connection with their jobs and they have to travel a great deal to assist in planning the study undertaken by teachers in the 169 administrative units and in doing many other things to promote better teaching in the schools. They have directed the preparation of the different sections of

the State Course of Study for all elementary and high schools and are responsible for special bulletins and materials which are sent out from time to time. A great deal of our time is spent in visiting and inspecting elementary schools in connection with improving instructional opportunities looking toward accrediting them. There are 589 accredited elementary schools out of a total of more than 2300. High schools also are inspected and supervised and of the 921 high schools 694 white and 125 colored are accredited.

We cooperate with the North Carolina Education Association which is composed of the teachers in the State in the six district meetings in the fall and the State meeting in the spring. We also make addresses in numerous meetings for teachers, pupils and parents, especially the parent-teacher associations.

A part of our work is to conduct a State-wide examination for the 75,000 seventh grade pupils and also an examination for the 25,000 high school seniors.

Beginning in the summer and running well into the session we hold conferences of superintendents, principals, and teachers to find out what they are doing so that we may assist them in every way possible. One important feature of our work is the library service which Mrs. Mary Peacock Douglas renders to elementary and high schools, both white and colored, in the selection, classification and cataloguing of books. A wonderful improvement has been made recently in school libraries.

Our Division cooperates with State education associations and also with out-of-state organizations such as the Southern Association of Colleges and Secondary Schools and the National Education Association. Some of our members in the Division are leaving this week to take part in the business of the Department of Superintendence in New Orleans.

Summarizing I will say that my Division seeks to promote the improvement of instruction on the part of 23,500 teachers in the 169 school administrative units scattered over 52,000 square miles of territory for the more than 900,000 boys and girls in the State.

MISS McDUGALD:

Frances Bland and several people have asked what connection this department has with colleges and universities, will you tell her, please, Dr. Highsmith?

DR. HIGHSMITH:

Since our plan of certification is based upon training rather than examination the State Department of Public Instruction with the cooperation of the North Carolina College Conference accredits all colleges. There are 53 junior and senior public and private colleges in the State.

MISS McDUGALD:

What about schools for the deaf and blind?

DR. HIGHSMITH:

Our only responsibility is that of rating for accreditation.

MISS McDUGALD:

Located on the left of the fourth floor are the three offices of the Director of Negro Education, a phase of work about which Charles Johnson, Jr. asked a question. Dr. Newbold who heads up this work will tell these students the situation with reference to Negro education.

DR. NEWBOLD:

The Legislature in 1921 authorized and provided funds for a Division of Negro Education. It has been and is now, supported by State appropriations and by contributions from the General Education Board. At one time the Julius Rosenwald Fund contributed to the support of the Division.

There are now six (formerly nine) persons in the Division of Negro Education,—a Director, an Assistant Director, an Inspector of High

Schools, a Supervisor of Elementary Schools, a Secretary and Stenographer.

We have worked steadily for several main objectives: First, improving and raising the scholarship level of teachers in Negro schools. In fifteen years the average educational training of these teachers has improved from less than high school graduation to two and two-thirds years of college education.

Second, developing and accrediting high schools for Negro children. Since 1921-22 the number of accredited high schools for Negroes has increased from 17 to 133, the number of graduates from 270 to 3,028.

Third, fifteen years ago none of the Negro colleges and normal schools, public or private, had a standard or accredited rating by a responsible rating agency. At the present time three of these institutions have the "A" class rating and four the "B" class rating by the Southern Association of Secondary Schools and Colleges. The enrollment in all the State and private Negro colleges has increased from 723 in 1924-25 to over 4,000.

Fourth, public school plants, buildings and equipment have increased in value to about eleven million dollars. School terms have increased from six to eight months.

These remarkable improvements in Negro schools in North Carolina are largely the result of the wise leadership and cooperation of county and city superintendents of schools and boards of education, and to the contribution of Negroes themselves, both in leadership and money.

MISS McDOUGALD:

Across the hall from Dr. Newbold are the offices of the Division of Vocational Education, directed by Mr. T. E. Browne. Mr. Browne, for what school activities is your Division responsible?

MR. BROWNE:

We direct the program of Vocational Education in the public schools. The activities of the Division are supported by funds from three sources—the Federal Government, the State, through appropriations by the General Assembly, and by funds provided by county and city administrative units.

There are 309 public high schools with departments of vocational agriculture where approximately 20,000 boys and men are given definite instruction through organized classes on problems related to farming and rural life. They study production and marketing of crops and livestock, forestry and soil erosion, farm management and farm accounting, farm shop work, home beautification. The teachers are employed for twelve months of the year because each student, whether a day school student in the high school, or a man in an evening class, must test out the instruction on his farm. It is just as much the duty of the teacher to keep up with this, to see that instructions are followed and records kept, as it is to teach in the class room. During the summer these activities in addition to work with the Tar Heel Farmers keep the teachers very busy.

The 125 home economics teachers in the special vocational classes are employed on a ten months basis to provide for supervision of home projects for girls similar to farm projects for boys. The girls in these home economics classes carry their instruction to the homes and apply them to such practical projects as preparing meals for the family, making out family budgets, or redecorating their bed rooms. The teachers have to visit these homes before school opens to make arrangements for the girl's projects, keep in touch with them throughout the year, and use the month after school closes checking up on project work and getting records, because each girl must keep a record of her project.

In the field of Trade and Industrial work, there were last year 458 evening classes, where 7,000 working men and women came together at night for instruction related to their daily employment; 92 part-time classes giving instruction to 2,062 boys and girls who work a part of the time and come to school for special instruction in commercial work, and

other subjects of special value; and 22 day trade classes with 462 students studying to become skilled workers.

Many boys and girls will never go to college, but must go from the high school directly to the task of making a living, and no doubt this work is holding thousands of boys and girls who otherwise would not remain to graduate.

MISS McDOUGALD:

Gentlemen, for the radio audience and for myself I thank you for giving us your time and effort.

And now Young People, we have painted for you a sketchy picture of the big job headed up by Dr. Erwin, who (to answer another one of your questions) serves a four-year term and who is elected by popular vote. I leave it to you to answer your own question as to the importance of this business enterprise involving the welfare of nearly a million souls!

Until tomorrow,—so long!

NOTE: Separate broadcast was given by the Rehabilitation Division.

SUGGESTIONS FOR PUBLIC EXERCISES PRESENTING SCHOOL LIFE OF TODAY

The one criterion to apply is that the final product is the result of the legitimate, cooperative effort of the members of the class or group. The following are some themes around which to build such a program:

- (1) Use adaptations of "The Light", "Seekers After Truth", or the North Carolina Centennial Pageant.
- (2) Center your program around the cardinal principles of education and show how work of school has vitalized these to girls through actual illustration.
- (3) Use the "The Magic of Words" as a guide and show how literature, paintings, songs, musical compositions, etc., have their basis in the work of the world.

Possible Titles

1. The World's Work and Play.
2. "Each in All and All in Each".
3. A Day in Our School.
4. Art in Everyday Life.
5. "Whatsoever Things Are True".

Possible Settings

1. A summer camp for girls and boys, or either.
2. Living-room of an average American family.
3. Classroom of local high school.
4. The home of a philosopher.
5. A studio.
6. A museum.

Possible Scenes

1. Vacation activities following high school graduation.
2. Party given by a classmate to the members of class.
3. Class discussion about future jobs, etc.
4. A call on a noted friend.
5. An excursion to the museum.

Possible Characters.—These would vary according to number and histrionic abilities of your enrollment. There should be, of course, the butterfly type, the banker, the professor, the lethargic, the "go-getter", the "dreamer", the athlete, the book-worm, etc., represented in the youthful group. There must be a central figure who is responsible for the unfolding of content and action.

Content Suggestions—

- I.
 1. List various careers open to people of world.
 2. Find appropriate prose and poetry selections, songs, pictures, and

musical compositions to present the artistic view of these various avenues of service.

3. Bind these together in a fantasy.
- II.
 1. List prominent leaders in all the fields of service.
 2. Find appropriate messages from each found in all forms of creative art.
 3. Bind into a whole very similar to "Magic of Words."
- III.
 1. List characteristics essential to success in any field.
 2. Find tributes paid them, attributes, etc., as given in story, poetry, song, etc.
 3. Bind into an allegory.

NOTE: "Each and All" by Emerson would make a fitting conclusion for any of above ideas.

Costuming—

1. Pictures and songs may be given in tableaux.
2. Messages from departed spirits may be given as though by the author himself in true costume and atmosphere, e.g., a small curtained space at rear might show the made-up character or characters for the space of a few moments.
3. Draped effects in pastel shades would be striking.

Music—

Use accompaniments, choruses, solos, victrola selections off stage and on to add to effectiveness. These, of course, should be more or less a summary of those learned during year.

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SATURDAY, NOVEMBER THIRTEENTH

How Can The Established Principle Of Lifelong Learning Serve Better Living In North Carolina?

QUESTIONS FOR EMPHASIS IN DISCUSSION AND PLANNING

1. To what extent does the school curriculum in or out-of-school hours serve the needs of the pre-school and the post-school individual? What possible uses can be made of school facilities in meeting these needs?
2. Are there other agencies serving the pre-school or adult level for furthering personal learning or development?
3. To what degree are the citizens of your community continually studying the problems of individual and social life? To what extent are they applying their findings to practical North Carolina needs?
4. In what respects, if any, have the objectives and principles of pre-school and adult education movements changed in the past hundred years?

PRINCIPLES UNDERLYING PLANNING AND DISCUSSION

"People think the child is only seeking amusement when it plays. That is a great error. Play is the first means of development of the human mind, its first effort to make acquaintance with the outward world, to collect original experiences from things and facts, and to exercise the powers of body and mind.

"Without rational, conscious guidance, childish activity degenerates into aimless play instead of preparing for those tasks of life for which it is destined.

"A continuous guidance is not practiced, the children have the larger part of the day to play freely among themselves. There must be no irritating oversight for them; but in the kindergarten they are guided to bring out their plays in such a manner as really to reach the aim desired by nature, that is, to serve for their development.

"Human culture has not always been nature becoming conscious to itself, as it should be; human education needs a guide, which I think I have found in a general law of development that rules both in nature and in the intellectual work. Without law-abiding guidance there is no really free development. You see what national life becomes when misunderstood ideas of freedom prescribe law."

POINTS OF VIEW AND EXCERPTS WHICH SHOULD MAKE FOR FAIR, INSTRUCTIVE DISCUSSION AND SOUND PLANNING

"Educators at this time are especially interested in the education of adults, because they realize that the most dominant influence in the lives of children is the influence of adults in the home and in the community."—L. R. Alderman, U. S. Office of Education.

* * * * *

"People read for a variety of reasons ranging from a desire to improve their minds to a need for killing time. . . ."

"To satisfy curiosity, to find answers to problems and questions, to learn how to do something, to relax, to experience through imagination the situations and events through which characters in fiction or real life have lived—these are other motives for recreational reading by young people and adults. . . . The character of much that is read today is such that it fails to broaden interests and to cultivate systematically those attitudes and habits that characterize good citizens. The parts of a newspaper read most frequently are cartoons, items relating to sports, personal violence and disaster

and serial stories. . . . There is a decrease during the last twenty years in space devoted to editorials and slight evidence of interest in reading critically about social problems and matters of national and international significance. . . .

"With regard to magazines, a very large number of the sensational type are read which describe impossible situations and appeal only to the baser human interests; more than 50 percent of the books read are fiction, much of which is worthless in its influence upon the reader from an educational point of view. . . .

"Reading should be taught as a friendly guide in solving personal problems, in increasing one's social efficiency, or as a source of pleasure and culture to enrich the whole of life. . . .

"The solution of the problem lies not only in better school guidance but in a wholesome reading atmosphere in the home from the earliest years."—Dean William S. Gray, University of Chicago.

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TEACHER TRAINING SCHOOLS CALLED THE LABORATORIES OF THE TEACHING PROFESSION

"Give teachers more general education but give it to them as a foundation for professional training instead of a substitute for it.

"One cannot think seriously of preparing students for a profession which involves skills as well as knowledge without having laboratories where those skills may be perfected under careful supervision. The training school is the essential laboratory for the teachers college. The present standards call for a laboratory in which demonstration teaching may be given and in which every student completing a curriculum entitling him to teach may have a minimum of supervised practice teaching. . . .

"Not only must teachers colleges plan specifically to train teachers, they must plan to prepare teachers for particular types of teaching positions. Effective teacher preparation requires curricula adapted to the fifth grade teacher, the music teacher, the teacher of mathematics, etc. The trend is toward more highly specialized curricula for fitting teachers for effective work in the American School."—E. S. Evenden, Columbia University.

* * * * *

"Prior to 1917, on any State-wide basis, there were no training requirements for teachers in the public schools, especially for the rural elementary schools. Teachers were certified by passing an examination. For the most part, those examinations had only county-wide significance, and for the elementary teacher they were based upon elementary school subjects. In a very real sense, the elementary schools were the institutions for training teachers in those schools. The marvel of the age is how these teachers with such limited education were able to produce the good results which characterized education at that time.

"Beginning with 1917 a State system of certification was inaugurated. Then it was that training began to assume some importance in the education of teachers. But at that time, however, in terms of training, it was not necessary that the elementary teacher have any high school education. Not until 1923, were two years of high school education a prerequisite to the certification of a beginning elementary teacher. In the high school field, until 1926, a teacher could be certified either on the basis of two years of college work or by passing a State examination. At the present time and since 1931, beginning high school teachers have been graduates of standard four-year colleges. A beginning elementary teacher must be a graduate of a standard two-year normal school or have credit for three years of college work, including certain specifications. As of July 1, 1938 the beginning grade teacher must present credit for three years of college work with the necessary prescriptions. Within a fifteen-year period, the training for a beginning

grade teacher has advanced from only two years of high school work to three years of college work, or a total increase of five years. On the average, one year's training has been added every three years. At this rate of progress by 1940 or 1941 a degree could easily be the minimum basis for a beginning elementary teacher."—James E. Hillman, in address prepared for the Superintendents' Conference, Wrightsville Beach, August 24, 1937.

* * * * *

"Flint, Michigan, the second largest automobile producer in the world, mushroomed up almost overnight from a sleepy village to a seething industrial melting pot of 160,000. Men rushed here for jobs as men rush to a mining camp, never thinking to make it home. Despite this restless heritage, Flint has pioneered in a program of community cooperation that holds great promise for the social betterment of every city in the country.

"The key to the Flint idea is a new tie-up between school and life. There any evening during the school term you will see things you never saw in a schoolhouse before: A machinist from the Buick plant and his small son building a lathe. Wives of auto workers playing basketball. Men from the Chevrolet plant taking lessons in fly-casting. A young fellow from the A. C. Spark Plug factory absorbed in an invention of his own. Father and son, mother and daughter busy at pottery, puppet-shows, studying family budgeting, making airplanes, canoes and hats.

"This delightful mingling of work and play, this idea which brings welders and lathe workers to a schoolhouse at night to work for the fun of it, was initiated by Frank Manley, now in his early thirties. Ten years ago when Manley, just out of Normal School, came to Flint as director of physical education, he found that the average boy and girl got very little physical training. Few participated in games; the 'varsity team' system monopolized gyms and playgrounds. Nor was the youngster welcome in classroom or workshop after school. The janitor didn't want him around. In other words, Flint's 40 public school buildings served the average child only until three-thirty and through the summer not at all.

"Frank Manley knew that there was some connection between all this and the frightful number of children killed playing in the streets, and Flint's shocking record of juvenile delinquency. Believing that 'games are for the kids, not for the glory of the school', Manley started dozens of intramural teams—handball, volleyball, basketball. Within two years he had 68 per cent of all the Flint school children taking part in some school activity.

"Then he attacked the problem of summer playgrounds. He made talks before Parent-Teacher gatherings, the Rotary Club, any group that would listen. He got up posters for his audiences; one showed a tough street, a crowd of loafers, with the caption: '612 beer dispensaries, poolrooms and dance halls in Flint.' Another, a group of boys playing tennis: '10 city playgrounds and 20 supervisors in Flint.'

"Manley got action. Motor plants contributed lumber for teeter boards and sand boxes, pipe for baseball back-stop frames. The Buick Company gave him a car to get around in. Some 40 citizens volunteered as playground supervisors.

"After Manley had opened a dozen *school* playgrounds, working like a dog for three summers without pay, deaths of children playing in the streets and juvenile delinquency were both cut; but they were still too high. The crux of the problem was how to keep the children off the streets at night. . . .

"In 1935 the answer came. Charles Stewart Mott, a vice-president of General Motors, had started a camp for underprivileged boys at a nearby lake. Mott was concerned because his boys, after their wholesome outdoor weeks at camp, had to come back to miserable, poverty-stricken homes. In discussing the situation with Manley, the latter suggested turning the school buildings into clubs for the kids.

"Mott gave \$6,000 to try the idea and soon the news got around that exciting things were happening at the schoolhouse at night. The kids came

by dozens, then by hundreds, then by thousands. Why they came is the essence of this story: the leaders Frank Manley had chose for these evening activities all possessed (1) personal attractiveness, (2) knowledge of the subject, (3) enthusiasm—qualities every school teacher should possess, but which too few do. Some of the leaders were public school teachers, some were WPA people, some students in Flint Junior College or Senior High School. Manley paid adult teachers \$1 an hour, junior college students 50¢, high school students 35¢.

"Mott and Manley started their plan for children, but soon parents, older brothers and sisters asked if they might come too. The joy and release these grownups got was a revelation. 'We have heard a lot about the benefits of the Mott program to underprivileged children', wrote the wife of an auto worker recently, 'but, Mr. Manley, do you realize the benefits to **us** underprivileged mothers who have housework to do and the baby to tend all day long?'

"For the grownups Manley and his associates set themselves against the dreary courses handed out by the typical night school. The question was: 'What do you *want* to play? to learn? to work at?'

"Before the school year of 1935-36 was over the classes and games were so crowded that Manley had to call for volunteer leaders to help out.

"Although many of Manley's leaders are older, Helen Leonhard, aged 19, is typical enough to illustrate the vitality and democracy of the Flint idea: Helen, a student in Flint Junior College, leads groups of mothers and daughters in basketball, volleyball, tap dancing, ballroom dancing, handicrafts. Fifteen hours a week.

"'One of the most enlivening things about all this,' said Leland H. Lamb, Flint Superintendent of Schools, 'is the competition among our school-teachers to get chosen as leaders. They value the job for its human contacts and stimulus, and I value it for the way it has stirred up our teaching force. Working with adults, a teacher learns how to hold his class by his own personality and enthusiasm.'

"Many civic-minded agencies in Flint cooperate with the plan. A vigorous group of young men, headed by Art Crampton at the YMCA, try to interest potential juvenile delinquents in after-school athletics or evening work. For instance, there was Al Adams, one of a family of ten. He quit school, got in with a bad gang, was headed for sure trouble. Crampton persuaded Al to join a class in boxing. With a few lessons he was beating everybody. Soon he had won the State Golden Gloves lightweight championship. He re-entered school, graduated, and now has a job with Chevrolet.

"When a boy actually falls afoul of the law, the Boys' Council, an organization of business and professional men, study his case. They try to induce the judge to parole the boy in the custody of some Councilor who takes on the job of guiding the kid back to good citizenship. We walked into a schoolroom where three boys were busy on a woodworking job.

"'What are you making?' I asked.

"'Bookcase, can't ya see?' one of them said impatiently, too absorbed even to glance up.

"Manley grinned. 'Those three kids were pinched a while ago,' he said, 'for stealing batteries out of cars. Now they're so busy they don't have time to get into mischief'

"'One case like that', a member of the Boys' Council, said to me, 'alone justifies all the work we have done.'

"Flint has a tradition of cooperation. Years ago the automobile companies sponsored an association for accident benefits and recreation. Its small weekly dues built a \$1,250,000 auditorium which today is a great recreation center. Flint probably makes more music per capita than any other town in the United States—and it's community music. Last National Music Week, Flint had over 300 public concerts—bands, symphonies, opera. At Christmas time carolers sing in the hotels, the jail, railway station and hospitals. . . . When I was in Flint, the Symphony Orchestra of 100 professionals and amateurs—dentists, lawyers, mechanics, merchants, housewives—put on a

concert to a crowded house (admission free). The same night there was an exhibit of 200 paintings by Flint artists, and the Flint Community Players were rehearsing their new comedy, written in Flint. . . .

"A few months ago, a citizen named Ballenger, hearing that a certain section of the city had no playground, donated nine valuable wooded acres. The neighbors all turned out to build tennis courts and get the place ready for other games. Backyard playgrounds are usually arranged by the people of each block getting together and deciding what backyard would serve best. Then the men and boys build equipment for it. This year the Girl Scouts have come forward with 120 specially trained scouts as backyard playground leaders for little children. These girls, 13 and 14 years old, are unpaid volunteers.

"Since the plan started, *not one child*, has been killed playing in Flint streets. The number of boys and girls sent to prison or reform school per year has been cut 70 percent.

"But the plan has other important implications. We talk about the proper use of our increased leisure. Here in Flint, the problem of leisure for workers has moved furthest toward solution. In their free hours they are learning to do something which makes leisure worthwhile. . . .—Except from *The City That Found Itself*. Webb Caldron, Readers Digest, July, 1937.

* * * * *

Dr. W. N. Durost in the November and December 1936 issues of *North Carolina Education* presents a study of the results of a Statewide administered testing program, for the seventh grade based on the total battery of the Metropolitan Achievement Test—Advanced Battery—Form A. In drawing his conclusion, he says:

"The general achievement level for the whole State is slightly below the norm for the end of the *seventh month* of the *seventh grade* of an eight-grade system. The North Carolina cities are practically at grade, while the counties fall several months short of the norm. The North Carolina schools, with nearly a month less schooling each year on the average, are accomplishing about as much in seven years as is accomplished in seven years' time in the typical eight-grade school system. Judged by eight-grade standards, therefore, North Carolina accomplishment is efficient and satisfactory on the whole. However, when it is brought to mind that the end of the seventh grade in North Carolina is the *end of elementary education*, the situation is anything but satisfactory. The average or typical level of achievement found at the end of the eighth grade of an eight-year system certainly is a minimum desirable level of achievement in terms of mastery of fundamental knowledge and skills necessary for continuance in school at the secondary level and beyond. Moreover, it certainly does not represent more than a minimum essential level of education for those who, for one reason or another, do not continue in school. From this point of view, therefore, North Carolina educational achievement at the end of the elementary grades is notably lacking.

"Highest achievement for the State as a whole among the subjects tested is in English and arithmetic; poorest achievement is in reading vocabulary, and spelling. The other subjects fall in between, but all are below the grade norm (7.7). With the exception of vocabulary (and in the small-city group, spelling and literature), the city schools are at or above, the norm for the seventh month of the seventh grade, but approximately a year below accepted graduation standards in eight-grade systems in arithmetic and English, where they are only a half year below norm.

Dr. Durost in making his recommendations says:

"The deficiency in word knowledge which seems to be a universal weakness in the State has been mentioned several times, but this cannot be re-

iterated too often. Ability to handle words is basic to success, both academic and economic. Every effort should be made to remedy this weakness.

"The Department of Public Instruction can do something to remedy this condition, no doubt, in the way of increasing emphasis on reading, vocabulary and spelling in the recommended or required curriculum, and also in its supervisory functions. However, the local superintendent, with the wholehearted cooperation of his teachers, can do much to raise the level of achievement in these subjects to a point comparable to the excellent showing made in arithmetic and English.

"More serious than this specific weakness, important thought that is, is the low end-of-elementary-school achievement. All interested persons in North Carolina, both in and out of the profession of education, should lend every effort to the task of raising graduation standards for the elementary grades. Wherever possible, the length of the school year should be increased to nine months by voting additional local support, and it is highly desirable that another year be added to the elementary grades as soon as that is feasible. Until such time, an additional year of elementary work is recommended wherever possible for those who expect to go to secondary school, with the possible exception of the small minority of highly gifted individuals who have demonstrated a high level of mastery in the skill subjects of the elementary curriculum. The development of these fundamental skills is not the function of the secondary schools, and if they have to stop to teach things that should have been taught in the elementary school they can do it only at the cost of reduced effectiveness in the work which is properly their function."

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THE STATE SONG

By an act of the General Assembly of 1927, the song known as "The Old North State" was legally adopted as the official song of the State of North Carolina.

THE OLD NORTH STATE

(Traditional air as sung in 1926)

WILLIAM GASTON

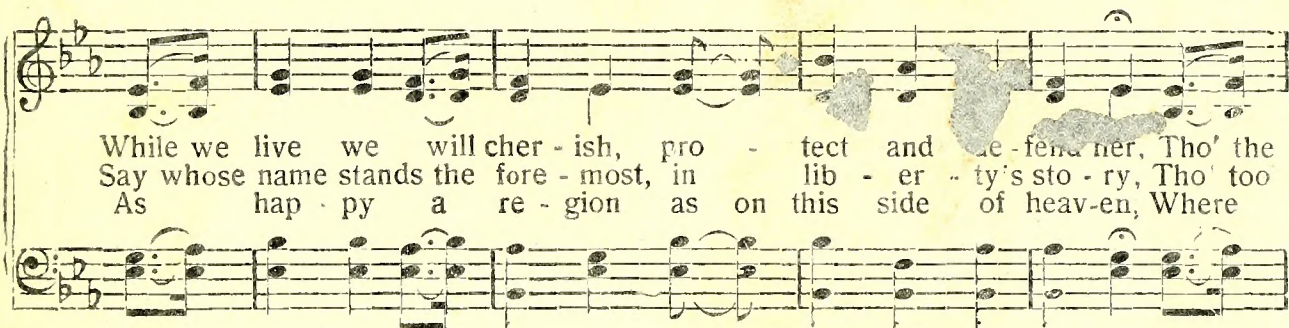
With spirit

COLLECTED AND ARRANGED

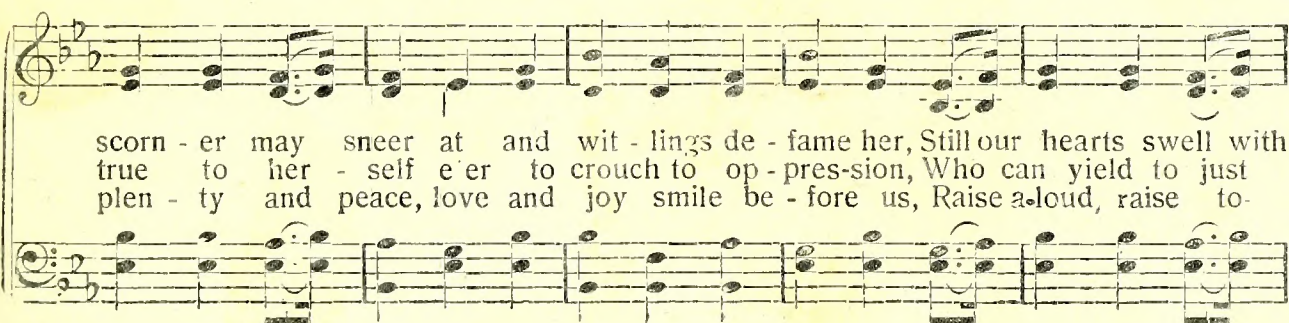
BY MRS. E. E. RANDOLPH



1. Car - o - li - na! Car - o - li - na! heav-en's bless-ings at - tend her,
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,
3. Then let all those who love us, love the land that we live in,

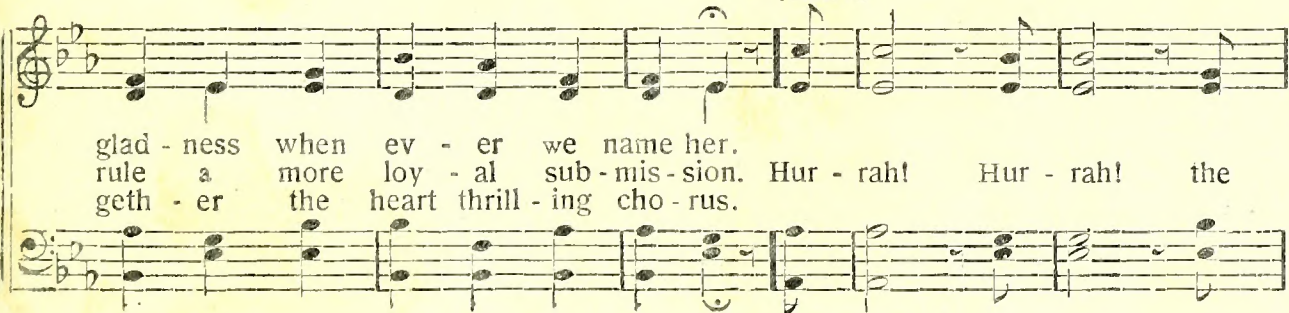


While we live we will cher - ish, pro - tect and de - fend her, Tho' the
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too
As hap - py a re - gion as on this side of heav-en, Where



scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with
true to her - self e'er to crouch to op - pres - sion, Who can yield to just
plen - ty and peace, love and joy smile be - fore us, Raise a - loud, raise to -

CHORUS



glad - ness when ev - er we name her.
rule a more loy - al sub - mis - sion. Hur - rah! Hur - rah! the
geth - er the heart thrill - ing cho - rus.



rit.
Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.

1. 1.
2. 1.
3. 1.
4. 1.

lon. 1.
sho. 1.
at 10. 1.



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